



Autumn Issue

SEPTEMBER 1959

BULLETIN

VOLUME 45 NUMBER 3

Who Speaks for the Teacher?

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Forty-Fifth Annual Meeting—Council Meeting

The Barenblatt Decision and the Academic Profession

The Share of the Faculty in University Policy-Making

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Association Activity in Support of the Arkansas Professors

Organizational Notes—Educational Developments—Book Reviews

The Canadian Association of University Teachers

A PUBLICATION OF THE

American Association of University Professors

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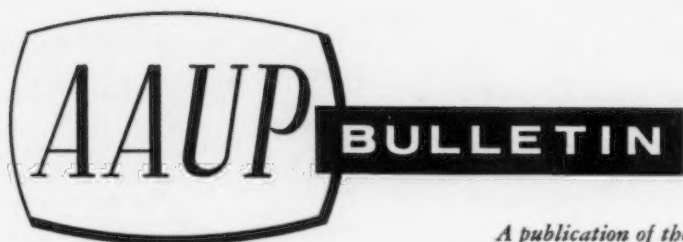
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AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Autumn Issue

VOLUME 45 NUMBER 3 SEPTEMBER 1959

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The Barenblatt Decision of the Supreme Court and the Academic Profession

By RALPH F. FUCHS
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A student or faculty member of a college or university, unless he invokes the privilege against self-incrimination, may be required by a legislative investigating committee to answer questions relating to his Communist Party membership and knowledge of Party activities, if the committee possesses previous indication of his possible membership. Such is the decision of the Supreme Court of the United States in the recent Barenblatt case,¹ sustaining a conviction for contempt of Congress on account of Barenblatt's refusal on First Amendment grounds to answer certain questions of a subcommittee of the House Un-American Activities Committee in 1954.

Barenblatt was a graduate student and teaching fellow at the University of Michigan during the period 1947-50, to which the questions related,² and the Committee, besides inquiring about Communist Party membership, asked Barenblatt whether he had been a member of the Haldane Club, an allegedly Communist Party offshoot in the University. Previous testimony before the subcommittee had named him as a member of the Party and of the Club.

The American Association of University Professors had filed a brief *amicus curiae* in the case, requesting the Court to decide that compulsion to answer the questions, under the circumstances of the case, was either unauthorized or unconstitutional. The Association's brief challenged the existence of authorization by the House of Representatives of the Un-American Activities Committee's investigation into education, as well as the Committee's authority to put the specific

¹ 360 U. S. 109 (June 8, 1959).

² Barenblatt was an instructor at Vassar College at the time he was summoned to appear before the subcommittee, but this fact was not significant in relation to the case, except as it linked his graduate training to membership in the academic profession.

questions asked of Barenblatt. The Court sustained the Committee on both points. The brief further argued that such an investigation, if authorized by Congress without more justification than appeared in the case, would violate the First Amendment freedoms of speech and assembly, or association, in colleges and universities. This contention was based on the need for academic institutions to have independence from external pressures, the minor extent of the actual threat from Communism in higher education in this country, and the existing academic safeguards against improper activities in colleges and universities. Like the prior contentions, this one was unsuccessful.

It is important both to grasp the narrowness of the constitutional point actually decided by the Court and to gauge the possible significance of the decision on this point in relation to wider issues. The decision was by a 5-4 majority. The opinion of Mr. Justice Harlan for the Court and the dissenting opinion of Mr. Justice Black articulate the philosophies underlying their opposite conclusions. Chief Justice Warren and Mr. Justice Douglas concurred in the Black opinion, and Mr. Justice Brennan, in a brief separate opinion, expressed his partial agreement with it and his support of the result it urged.

In justifying the Court's decision, the majority opinion relies heavily on prior judicial and legislative recognition of the purpose of the Communist Party to secure the ultimate overthrow of the government by force and violence. It recognizes the power of the legislature to enact laws to deal with this threat, and therefore to conduct inquiries relevant to such legislation. The case does not involve and the opinion does not pass upon the validity of criminal statutes or other governmental measures to combat subversive activities.³ The issue decided relates to the power of investigation to determine the need for legislation. The opinion points out that the investigation here was not of a "dragnet" variety, calling persons before the Committee indiscriminately as witnesses; and it is in light of this fact that the power to compel Barenblatt's testimony is sustained.

The dissenting opinion, as to the constitutional issue, rests primarily on the absolute terms of the First Amendment, which provides that "Congress shall make no law" abridging freedom of speech, press, or assembly. The opinion asserts that the inquiries of the Un-American Activities Committee, including this one, "do precisely that" by exposing witnesses to obloquy and public scorn, thus penalizing them for their exercising of freedoms supposedly protected by the First Amendment.

³ Certain prior decisions dealing with particular problems in this area are reviewed in Carr's, "Academic Freedom, the American Association of University Professors, and the United States Supreme Court," Spring, 1959 *AAUP Bulletin*, at p. 5.

The opinion is an eloquent assertion of the importance of freedom of political discussion and association, and of the danger of permitting even small inroads into this freedom, because of the demonstrated likelihood of their expansion into major ones. The opinion protests against the Court's application of a balancing process—weighing national security claims against the claims of free speech and association—in order to determine the validity of an abridgement of expression and association. It asserts, however, that even if that method of reasoning is to be applied, the Court's use of it "completely leaves out the real interest in Barenblatt's silence, the interest of the people as a whole in being able to join organizations, advocate causes, and make political 'mistakes' without later being subjected to governmental penalties for having dared to think for themselves."

In justifying the balancing process for deciding the case, the majority opinion quotes a sentence from the Association's *amicus* brief, which recognizes that "the claims of academic freedom cannot be asserted unqualifiedly" and must be weighed against other social interests in determining the validity of governmental action affecting those claims. "Academic freedom" as used in the brief had reference to a complex of acts and relationships. The opinion points out that the inquiry in the Barenblatt case did not extend to the content of academic instruction, as did the questioning in the earlier *Sweezy* case.⁴ If it had, a decision that the inquiry was barred would almost certainly have resulted. The opinion recognizes the importance of academic freedom in the constitutional scheme in the following passage:

Of course, broadly viewed, inquiries cannot be made into the teaching that is pursued in any of our educational institutions. When academic teaching-freedom and its corollary learning-freedom, so essential to the well-being of the Nation, are claimed, this Court will always be on the alert against intrusion by Congress into this constitutionally protected domain. But this does not mean that the Congress is precluded from interrogating a witness merely because he is a teacher. An educational institution is not a constitutional sanctuary from inquiry into matters that may otherwise be within the constitutional legislative domain merely for the reason that inquiry is made of someone within its walls.

If First Amendment issues are to be decided by a process of balancing broad social interests, there is still both opportunity and need for definite propositions relating to the immunity of specific, narrowly defined freedoms from particular kinds of legislative invasion. The opinion of the Court, in the passage just quoted, enunciates such a proposition in relation to inquiries into the content of instruction.

⁴In that case, the constitutional issue relating to the First Amendment was discussed but not decided. See the article by Carr, cited in the preceding footnote.

Others might be stated, and may come to be adopted by the Court, with relation to constitutional protection of the individual from criminal punishment or legally imposed loss of employment on account of beliefs, utterances, or association involving the expression of views of any kind, including views which favor political revolution. Certainly within academic institutions and the academic profession, the absoluteness of freedom of belief, utterance, and association for the expression of belief must be unflinchingly maintained, and governmental efforts to invade it must be resisted.

The Court in the *Barenblatt* case, following previous official conclusions and prevailing opinion, accepts the view that the Communist Party's purposes, pursued secretly to some extent, include illegal action as distinguished from discussion, argument, and political action. Investigation into the extent of association with it can therefore be made, except where the individual interests at stake, or abuses in the investigative process such as the Court said were absent here, weigh more heavily in the balancing process than the governmental interest sought to be served. Here, the balance was struck in favor of the latter.

The determination of this last question is the principal inadequacy of the *Barenblatt* decision from the standpoint of the academic profession. The opinion does not deal expressly with the aspects of higher education to which the Association's brief pointed as factors needing to be estimated. "One of the essential preconditions of academic freedom," the brief asserted, "is unhampered control by the university over employment of its faculty," which should extend to the training of "candidates and novitiates," such as graduate students. The brief recited AAUP experience and developments set forth in recent literature, embracing denial or termination of academic employment as a result of the *Barenblatt* type of inquiry.⁵ It also pointed to the tendency of investigations such as those of the Un-American Activities Committee to lead students in particular "to prefer a posture of safety to the exercise of their freedoms." In the light of these factors, such investigations into Communism in higher education would better have been stopped by a constitutional barrier than allowed to continue, and the "academic autonomy," for which the brief argued, have been permitted free scope to supply needed safeguards against subversion in the colleges. At the very least, recognition might have been given to the need for considering the repressive effects upon higher education of inquiries such as that in this case, before coming to a decision.

*No assertion has been made that there was such a result in the *Barenblatt* case itself.

In *NAACP v. Alabama*,⁶ decided a year earlier, the Court cast the balance in favor of organizational freedom against official scrutiny into membership, because of the adverse consequences which disclosure of the names of Negro members of a hated organization would have produced in Alabama. Although these consequences were more obvious and dramatic than the partial paralysis of independent thought and expression which now prevails in some academic circles, they were not more insidious or harmful.

It does not follow from the unconvincing nature of the reasoning of the majority of the Court that the dissenters who took an absolute position against any inquiry into "political" association are self-evidently correct. Wide-ranging legislative investigations have produced much good in this country, and restraints upon them must be kept to a minimum. It is certainly not clear that political association, carried on in secret, can be so definitely separated from indicated illegal activity of the same organizations as to permit immunizing it altogether from legislative investigations. The coercive effect upon individuals of Congressional investigations into Communism, which Mr. Justice Black's opinion amply demonstrates, results from an inflamed state of public opinion as well as from the disclosures themselves. Although the investigations have been deliberately designed to stimulate this state of opinion and to produce maximum effect, counter-efforts in behalf of justice to individuals can be carried on in the area of public opinion, to which legislators are directly responsible. Hence the absence of a rigid rule against investigations of this type need not spell the end of basic constitutional freedoms.

In the counter-efforts that should be made, as well as in future constitutional litigation, other recent important judicial holdings can be put to use. These are to the effect that (1) legal action adverse to the individual cannot be based solely on past membership in the Communist Party, without reference to personal involvement in illegal activity;⁷ (2) refusal to take a broad oath disclaiming membership, including innocent membership, in organizations which advocate overthrow of the government by force or illegal means cannot be in itself a ground of exclusion from office;⁸ (3) a state investigation involving compulsory disclosure, which is likely to result in coercion against lawful association, is unconstitutional;⁹ and (4) the exercise of compulsion

⁶ 357 U. S. 449 (1958).

⁷ *Schwartz v. State Board of Bar Examiners*, 353 U. S. 232 (1957).

⁸ *Wieman v. Updegraff*, 344 U. S. 183 (1952); see also *Speiser v. Randall*, 357 U. S. 512 (1958).

⁹ *NAACP v. Alabama*, 357 U. S. 449 (1958).

field by a clear showing of relevance of the inquiry to a valid legislative purpose.¹⁰

Repressive measures of many varieties affecting academic freedom remain in effect on both the state and the national level. Many of these are far more serious than any Congressional investigations now being conducted. Among them are the various disclaimer oath laws, the laws which require faculty members to disclose their organizational affiliations as a condition of holding their official positions, and the laws which render it criminal to belong to organizations that "advocate" or even "believe in" the overthrow of the government by violence or illegal means. Not only are these measures ordinarily vague and uncertain in their operation, but they are symbolic of a wider legislative purpose to repress unorthodox views and associations, especially in the field of education. Efforts to combat these measures should be continued and intensified, lest the policy of enforcing conformity become permanent.

By and large, the academic profession can be far more vigorous in relation to these matters than in general it has been. The result in the Barenblatt case can be a call to more effective action, rather than a ground of discouragement. The current widespread effort to secure the repeal of the oath provision of the National Defense Education Act, with the discernibly favorable effect of that effort on public opinion, is a heartening indication of what can be done.

¹⁰ *Watkins v. United States*, 354 U. S. 178 (1957); *Sweezy v. New Hampshire*, 354 U. S. 234 (1957). *Uphaus v. Wyman*, 360 U. S. 72, decided the same day as *Barenblatt v. United States*, does much to weaken the force of prior holdings on this point and the previous one, however, and goes far to justify the anticipation of Mr. Justice Black, in his dissenting opinion in Barenblatt, that the holding there could easily lead to widespread extensions. The compulsion to disclose in the Uphaus case, which the Court upheld, involved the names of numerous people whose possible connections with the Communist Party had not been indicated in a broad investigation of "subversion" embracing a variety of organizations and individuals. Mr. Justice Brennan's careful dissent in *Uphaus* reveals tellingly how far the majority of the Court actually went. The Court seems in reality to be developing in this area a familiar pattern of inconsistent lines of decisions, either of which can be drawn upon in the future.

The Disclaimer Affidavit

The United States Senate, on July 23, first voted 46-45 to remove the disclaimer affidavit from the 1958 National Defense Education Act, and then voted 49-42 to return the matter to committee.*

S. 819, the Kennedy-Clark bill, reported out by a 12-3 vote of the Senate Labor and Public Welfare Committee, called for elimination of both the disclaimer affidavit and the positive oath of loyalty.

In debate, Senator Mundt moved to amend S. 819 by bringing in the standards and penalties of the Smith Act (in slightly different language) as a substitute for the disclaimer affidavit:

(f) (1) No person shall hereafter accept any funds, payment, loan, or other benefit made available under the authority of this Act if such person (A) advocates the overthrow of the Government of the United States by illegal means, or (B) is a member of an organization that advocates the overthrow of the Government of the United States by illegal means, knowing that such organization so advocates.

(2) Any person who violates paragraph (1) of this subsection shall be guilty of a felony, and shall be fined not more than \$1000 or imprisoned for not more than one year and a day, or both.

Later in debate, Senator Javits moved to amend S. 819, continuing the elimination of the disclaimer affidavit, but preserving the positive oath of loyalty and attaching the standard penalties for perjury.

The vote on the Javits amendment was 46 in favor, 45 against.

Yeas—46

Aiken	Gore	Kennedy	Neuberger
Anderson	Green	Kuchel	Pastore
Bartlett	Gruening	Langer	Proxmire
Bush	Hart	McCarthy	Saltonstall
Carroll	Hartke	McGee	Scott
Case (N. J.)	Hayden	McNamara	Sparkman
Church	Hennings	Magnuson	Symington
Clark	Hill	Mansfield	Williams (N. J.)
Cooper	Humphrey	Monroney	Yarborough
Douglas	Jackson	Morse	Young (Ohio)
Engle	Javits	Moss	
Fulbright	Keating	Muskie	

Senators Kefauver and Murray, if present and voting, would have voted "yea."

Nays—45

Allott	Bennett	Bridges	Byrd (W. Va.)
Beall	Bible	Byrd (Va.)	Cannon

* *Congressional Record*: July 21, 1959, p. 12633; July 22, 1959, pp. 12721, 12746-12747, 12762-12770; July 23, 1959, pp. 12889-12925.

Capehart	Frear	Long	Smith
Carlson	Goldwater	McClellan	Stennis
Chavez	Hickenlooper	Morton	Talmadge
Cotton	Holland	Mundt	Thurmond
Curtis	Hruska	Prouty	Wiley
Dirksen	Johnson (Tex.)	Randolph	Williams (Del.)
Dworshak	Johnston (S. C.)	Robertson	Young (N. Dak.)
Eastland	Jordan	Russell	
Ellender	Kerr	Schoeppel	
Ervin	Lausche	Smathers	

Senators Butler and Martin, if present and voting, would have voted "nay."
Absent (illness, official business): Senators Case (S. D.), Dodd, O'Mahoney.

Senator Long moved to recommit. The vote was 49-42.

Yeas—49

Allott	Dworshak	Jordan	Scott
Beall	Eastland	Kerr	Smathers
Bennett	Ellender	Langer	Smith
Bible	Ervin	Lausche	Sparkman
Bridges	Frear	Long	Stennis
Byrd (Va.)	Goldwater	McClellan	Talmadge
Byrd (W. Va.)	Hartke	Morton	Thurmond
Cannon	Hayden	Mundt	Wiley
Capehart	Hickenlooper	Prouty	Williams (Del.)
Carlson	Holland	Randolph	Young (N. Dak.)
Cotton	Hruska	Robertson	
Curtis	Johnson (Tex.)	Russell	
Dirksen	Johnston (S. C.)	Schoeppel	

Senators Butler and Martin, if present and voting, would have voted "yea."

Nays—42

Aiken	Fulbright	Kefauver	Muskie
Anderson	Gore	Kennedy	Neuberger
Bartlett	Green	Kuchel	Pastore
Bush	Gruening	McCarthy	Proxmire
Carroll	Hart	McGee	Saltonstall
Case (N. J.)	Hennings	McNamara	Symington
Church	Hill	Magnuson	Williams (N. J.)
Clark	Humphrey	Mansfield	Yarborough
Cooper	Jackson	Monroney	Young (Ohio)
Douglas	Javits	Morse	
Engle	Keating	Moss	

Senator Murray, if present and voting, would have voted "nay."

Absent (illness, official business): Senators Case (S. D.), Chavez, Dodd, O'Mahoney.

The debate suggests at least these elements for further thought:

1. The opponents of S. 819 attacked that Bill because it provided for elimination of the positive oath of allegiance. When this point was yielded (in the form of the Javits amendment), the attack was directed against the supposed indecision revealed by the concession. The AAUP, it should be noted, did not take a position against the oath of allegiance.

2. Differences of opinion on the legal applicability of the perjury statute to a false oath of allegiance (or related subsequent acceptance

of money by the grantee) may have influenced some Senators. Other legal uncertainties related to the Mundt "Smith Act" amendment which introduced new language of untested meaning. Further educational legislation should, if possible, not be encumbered by modifications or additions of uncertain import.

3. The debate explored the union in the title of the 1958 law of "defense" and "education." The contradictions and uncertainties revealed by this coupling suggest that further federal legislation in the area of education might better stand on its own feet.

4. The point most forcefully made by the proponents of S. 819 was the shocking discrimination embodied in the affidavit. As Senator Kennedy said, in a comment subsequent to the debate, "Such an affidavit was not required of farmers who received crop loans, businessmen who received loans from the Small Business Administration, or any other segment of the population. It was students, who so needed and were so anxious to obtain an education that they were willing to borrow money to pay their tuition, who were singled out for this special treatment."

The two-day debate on the disclaimer affidavit, despite the recommendational action, represents an important accomplishment for American higher education. Nineteen United States Senators found themselves moved to discuss at some length the issues involved. Speaking for the Kennedy-Clark bill or the Javits substitute were Senators Kennedy, Clark, Church, Cooper, Humphrey, Javits, McCarthy, McGee, Pastore, and Young (Ohio). Speeches in support of the disclaimer affidavit or some substitute therefore were made by Senators Mundt, Allott, Bridges, Ervin, Holland, Lausche, Long, Russell, and Thurmond. Furthermore, as was noted on the floor of the Senate, the majority party policy committee and the majority leader saw fit to schedule two days of debate on this matter despite the extraordinary competing claims of other national and international business.

The future of S. 819 or an equivalent (and late reports indicate that another effort to achieve a solution is probable) cannot be prophesied with any certainty, but there is ground for a reasonable hope that other legislation in the area of education will in the immediate future not be so likely to embody mistakes like the disclaimer affidavit. Viewed more largely, the effort made by the American Association of University Professors and other educational groups appears to have been thoroughly worthwhile. Exploration of a rather particular problem opened the door to general discussion of several vital concerns of Association members. The *Congressional Record* now contains an adequate introductory exposition of important values and principles which govern teachers in higher education.

August 15, 1959

Louis Joughin

Association Activity in Support of the Arkansas Professors

The contracts of five professors at the University of Arkansas and one at Arkansas Polytechnic College were cancelled in July, 1959 when these faculty members courageously resisted an Arkansas statute known as Act 10 which requires teachers in publicly supported schools and colleges to file affidavits listing the organizations to which they have belonged or contributed for the past five years.

The American Association of University Professors will use the resources of its Academic Freedom Fund to give financial assistance to the Arkansas professors who do not find positions immediately. Also, the General Secretary has inaugurated a broad campaign to solicit the aid of all branches of the Association, as well as the advice and assistance of many university administrators, in helping our Arkansas colleagues find new academic positions. This campaign has been instrumental in placing one of the six nonsigners, Professor F. G. Friedmann, who notified the General Secretary on August 12 that he has accepted a temporary appointment as Visiting Professor of Philosophy at Wells College.

At the latest report, four of the teachers do not have positions for the academic year 1959-60. Their names, ranks at the time the contracts were cancelled, subjects, and latest addresses are: Mr. Max Carr, Associate Professor of Music (piano), RFD, West Fork, Arkansas; Dr. John L. McKenney, Assistant Professor of Philosophy, 131 South University Street, Fayetteville, Arkansas; Miss Thelma W. Taylor, Instructor in Philosophy, c/o Department of Philosophy, Columbia University, New York City; and Mr. William Dodgen, Instructor in Art, 625 West Hovey Street, Springfield, Missouri. The sixth professor, Dr. Robert Ely (Pediatrics), has announced that he will enter private medical practice.

Beginning July 21, air mail-special delivery letters bearing the General Secretary's signature were dispatched as fast as they could be typed to scores of college presidents, deans, and professors of philosophy, music, and art, urging them to join us in making known the availability of the Arkansas teachers to appointing officers at their own institutions and elsewhere. A similar appeal was the subject of *Chapter Letter* No. VI (July 27, 1959) which was sent to over one thousand chapter officers and members of the Association's Council and national committees. In addi-

tion to the prompt response by President Louis J. Long of Wells College, many warm and encouraging replies have been received from administrators and teachers throughout the country.

The membership at large is urged to transmit the information contained in this statement to persons at other academic institutions, and to suggest persons whom the Washington Office should write in behalf of the teachers.

Act 10, which precipitated this crisis, was passed by the Arkansas Legislature at a special session in 1958 and was signed by Governor Orval Faubus in August. It provides for the cancellation of all teachers' contracts which are unaccompanied by affidavits, and it includes fines and permanent cancellation of teaching licenses (including the right to teach in higher education) for persons who wilfully file false affidavits. News stories indicate that Act 10 was intended to identify teachers, at all levels of education in the public schools, who are members of the NAACP. However, the language of the Act makes it applicable to memberships in all types of organizations—religious, political, social, and professional.

Immediately following the passage of Act 10, the University of Arkansas Chapter of the Association informed the General Secretary of the faculty's concern about the affidavit requirement, and reports and advice have been interchanged continuously between the Chapter and the Washington Office. Both the administration and the faculty at the University agreed that until legal interpretations of Act 10 were definite, and until the possibility of repeal in the 1959 session of the Legislature was explored, no public statements would be made. The Legislature took no action in reference to Act 10 during its 1959 session, and the Attorney General ruled that all teachers, regardless of rank or years of service in higher education, were required to file the affidavits.

Following this ruling, members of the University of Arkansas faculty, under the leadership of Professor Philip Trapp, President of the AAUP Chapter, informed the public of the reasons for the faculty's opposition to Act 10 by means of carefully prepared statements to the press. At the Commencement exercises in June, 1959 President John T. Caldwell read a statement by the Board of Trustees which asserted that the Board members considered Act 10 unnecessary since "University policy requires that the administration diligently search the professional record and qualifications of each prospective employee." The Board expressed the hope that the law would be repealed by the Legislature. With advice and financial assistance from the University faculty and members of other college faculties throughout the State, particularly Arkansas Polytechnic College, Professor Max Carr filed suit attacking the constitutionality of Act 10. Litigation may be protracted.

Professor Friedmann's statement to the press, which he says was

directed mainly to nonacademic citizens whose understanding he sought, gives the following explanation of his reasons for resisting Act 10:

... I would be glad to answer any questions which the proper authorities of the University might wish to ask me concerning my moral integrity, membership in professional and honorary societies, and my competence as a teacher and scholar. I did not file the affidavit required by Act 10 according to which even tenured personnel have to list, under oath, the organizations to which they have belonged or contributed during the last five years. I refused to do so in order to keep faith with the students whom I have taught for thirteen years at the University of Arkansas, and to uphold the basic principles and practices of a free university in a free society.

I have tried to teach my students to think for themselves while getting as much enlightenment and encouragement as possible from the great traditions established in the past by poets and saints, philosophers and scientists. I have encouraged them to deal with the central rather than the peripheral problems of their time and of any time, pointing out that otherwise individual lives would be without meaning and societies and whole civilizations without solid support, particularly in periods of history as confused and dangerous as ours.

I consider a university a place where people, in addition to preparing themselves for a livelihood, acquire the attitudes and knowledge that alone make life humanly worthwhile. This implies freedom from any forces which, under whatever pretext, create a climate of fear and frustration and, directly or indirectly, inhibit the search for truth.

Professor McKenney gave this explanation of his decision not to file the affidavit:

I said in my statement to the *Traveller*, our University of Arkansas student newspaper, on May 7, that I hoped that the people of the State would realize that those who oppose Act 10 do so in response to a sense of duty to be true to one's highest religious and moral commitments, which Man ultimately owes to God alone.

Possibly as a teacher of social ethics and philosophy of religion the reference to this duty is clearer in my mind than it would be to the average reader. But I was thinking of those basic American democratic values which we all, I'm sure, cherish fondly. And I was thinking, "How can I teach these values to my students unless I am willing to sacrifice my personal comforts of job and home for these?" A teacher of philosophy, and particularly ethics, is in a rather different position from, say, a teacher of mathematics. All teachers "believe in" their subjects in the sense that they believe that it is good for people to study these areas of knowledge, but a teacher of subjects dealing with moral and spiritual values must believe in his field in an additional way. I mean that while he should maintain a fair and unbiased presentation of all points of view in class, he must believe personally in some set of values, if he is to tell students that it is vitally important to them to clarify their own value commitments. The degree to which he shows his own commitments depends upon circumstances, and hopefully in all cases he would witness to his own values in a nondogmatic manner.

But when something which strikes at the very root of our American traditions, as Act 10 does, arises on the scene, the teacher of ethics cannot side-step the matter. One teacher may honestly differ from another as to what the implications of our Christian heritage are, and hence *I do not mean to suggest that there is only one moral alternative for every teacher.*

Yet there was but one alternative for me when ultimately confronted between choosing to comply with Act 10 and following my conscience as it spoke to my condition. I truly believe that we who are protesting the requirements of Act 10, both those who refused to comply and those who complied unwillingly and are carrying on the fight for removing the law from the books, are in agreement over fundamentals. And I believe that the fundamental basis of our objections is contained in the words of Thomas Jefferson, who wrote "An Act for Establishing Religious Freedom" (Passed in the Assembly of Virginia in the beginning of the year 1786). This Act states, in part:

Whereas Almighty God hath created the mind free; that all attempts to influence it by temporal punishments or burdens, or by civil incapacitations . . . are a departure from the plan of the Holy Author of our religion. . . that, therefore, the proscribing any citizen as unworthy the public confidence by laying upon him an incapacity of being called to offices of trust and emolument, unless he profess or renounce this or that religious opinion, is depriving him injuriously of those privileges and advantages to which in common with his fellow citizens he has a natural right; [and] that. . . to suffer the civil magistrate to intrude his powers into the field of opinion, and to restrain the profession or propagation of principles, on supposition of their ill tendency, is a dangerous fallacy, which at once destroys all religious liberty, because he being of course judge of that tendency, will make his opinions the rule of judgment, and approve or condemn the sentiments of others only as they shall square with or differ from his own. . . .

So wrote Jefferson in 1786. I have taught the writings of Thomas Jefferson year after year in my courses. Because I believe they are not only academically important but also essentially morally right in their teachings, I cannot refuse to heed his words in my own life. Much of what we teach as important knowledge for an educated man we as individuals do not personally accept, but where we do hold certain values as vital to our Christian and democratic traditions and where we do teach these, we must follow them in our lives, as well as speak them with our lips.

Besides the six nonsigners previously named, there were three additional professors at the University of Arkansas who announced in the spring, prior to the July 15 deadline for filing affidavits, that they would not sign, and subsequently all three were able to find new positions. They are Professors Herndon G. Dowling (Zoology), William S. Folkman (Sociology), and David R. Luce (Philosophy).

August 15, 1959

William P. Fidler

The Share of the Teaching Faculty in University Policy-Making

By RUTH E. ECKERT
University of Minnesota

Major responsibility for the internal functioning of a college or university is normally vested in the faculty and its administrative officers. Because this power has been delegated to the academic community, the faculty has a large stake in seeing that its tasks of policy-making and policy-appraisal are effectively discharged.

One limited aspect of this problem is considered in the present article, namely, the question of who serves on all-university committees. Although a faculty senate of some type is usually given general legislative authority over educational matters, the task of exploring issues and of developing appropriate policy statements is typically carried on in smaller groups. The constitution of such committees at one major university (Minnesota) was recently studied by the local AAUP Committee on Faculty-Administrative Relationships,¹ with a view to finding out more about the role that the teaching staff was taking in the government of the institution.

The University of Minnesota, like many other complex institutions, entrusts a good deal of power to its constituent colleges, whose faculties can, within broad limits, set their own entrance requirements, determine the curriculum, and manage other aspects of the college's internal life. But questions that concern the entire University properly become the subject for broader discussion and decision-making. The President and his staff devote much time to these problems, as does the University Senate, usually after extensive study by its standing committees, including an Administrative Committee of deans and directors and an elected Faculty Consultative Committee of seven members. Until 1954, the Senate at Minnesota was composed entirely of associate and full professors, with Senate committees largely constituted from these senior ranks.

¹ The following persons served on this committee during 1957-58 and provided valuable counsel in the conduct of the study: Professors E. R. Allred, E. B. Brown, Jr., Henry B. Clark, Jr., Ruth E. Eckert, James J. Jenkins, and William A. McDonald, chairman.

In an effort to make the Senate a more truly representative and deliberative body, a two-year study was launched by the Senate Committee on Education in the early 1950's, resulting in the adoption of a revised Senate Constitution in April, 1954. Not only was the size of the Senate reduced from more than 600 members to 132, but its composition was changed to give the teaching faculty more representation. According to the plan adopted, the new Senate included, in addition to all members of the Administrative and Consultative Committees, one Senate member elected for each ten senior faculty members (associate and full professors) or fraction thereof, and one Senate member for each forty junior faculty members (instructors and assistant professors) or fraction thereof, these choices being made by persons of the specified ranks. One purpose of the present study was to see whether the membership of Senate committees had also altered, in line with this general Senate reorganization, in order to give junior staff members some voice in the actual shaping of University policies.

Guiding Assumptions

Before the AAUP Committee began its study of this problem, it attempted to clarify its own views regarding the constitution and functions of Senate committees. Since the assumptions that it made affect the interpretation of findings, they are briefly stated here:

1. Opportunities for faculty participation in policy-making should be provided at several levels, ranging from the conduct of departmental affairs to action on questions of University-wide significance. An analysis of the membership of Senate committees can provide only a limited picture of the faculty's involvement in these activities.
2. Senate committees should be expected to do the major work of identifying important educational issues, weighing evidence, and developing appropriate policy statements. Although the Senate itself is free to accept, amend, or reject the proposed action, the quality of the faculty's contributions is likely to be determined by the strength and courage of the committees appointed to study institutional problems.
3. The primary criterion in selecting Senate committee members or chairmen should be the individual's ability to aid significantly in the committee's work, or, in the case of new appointees, to develop their potential for such contribution. What matters most, therefore, is the individual's personal qualification rather than his academic rank, college membership, or type of position.
4. A reasonable spread in the backgrounds and present roles of committee members should enrich discussions and result in better decisions than might be expected of a less balanced representation of the University community. An all-University perspective on problems seems more

likely to be attained when different points of view can be freely discussed and appraised.

5. Both continuity and change are desirable in committee operations, and should be provided through terms of service long enough to be productive but not so extended as to limit use of other important faculty resources.

Plan of the Study

The present survey covers a thirteen-year period, extending from the academic year 1945-46, which marked the end of World War II, through 1957-58. A master card was prepared for each of the 306 faculty members whose names appeared on at least one Senate committee list during this period (exclusive of the Administrative Committee of the Senate, which is composed entirely of deans, directors, and members of the President's immediate staff, and of the Faculty Consultative Committee, which is elected by senior staff members each year). Subsequent committee appointments were entered on the same card, and notations made for any years in which the individual served as chairman. Information was also recorded concerning the committee member's academic rank each year he served on a Senate committee, the college and subject field in which he worked, and the general type of position that he held (*i.e.*, administrative, teaching, student personnel, or nonacademic service).

The cards were then tabulated to determine the number and size of the Senate committees functioning from year to year and the types of persons appointed to these posts. To discover possible trends in membership over this thirteen-year period, statistics based on the initial three years (1945-48) were compared with the corresponding figures for the final three years (1955-58). Some attention was also given to continuity of membership, to see whether some committees had much greater stability than others. In addition, the committees were classified into four general types outlined in the table on page 349, and possible differences in their constitution were explored. Whatever differences emerged in any of these analyses have been tested statistically, with those indicated as "significant" meeting the 0.01 level of confidence.

Number and Size of Committees

In addition to the Administrative and Faculty Consultative Committees, which were not included in this analysis, seventeen Senate committees operated at some time during this period, with the name and size of each group reported in the accompanying table. The years in which each committee served are given in parentheses, since five did not function throughout the period. As the data given there indicate, these committees varied considerably in size, with the median figures ranging from

three to fourteen members. The typical Senate committee during this period had eight members. Some committees remained constant in size while others shifted considerably, sometimes having almost twice as many members as at other times. Although recent committees have been slightly larger than the earlier ones, this trend is not statistically significant.

SENATE COMMITTEES AT THE UNIVERSITY OF MINNESOTA, 1945-58
BY TITLES, SIZE, AND COMPOSITION

<i>Name of Committee</i>	<i>Median</i>	<i>Range</i>	<i>Jr. Fac.,* %</i>	<i>Tchg. Fac.,† %</i>
I. Educational Policies				
Education (1945-58)*	12	11-17	1.2	34.5
Institutional Relations (1946-58)	8	6-13	9.8	39.2
Scholastic Standing (1945-58)	3	2- 4	5.9	7.4
Library (1946-58)	9	8-10	0.0	27.4
Institutional Research (1941-58)	14	13-15	2.0	9.2
Judicial Committee (1946-58)	5	(no range)	0.0	28.3
Subtotal			3.0	26.3
II. Educational Services				
University Printing (1945-58)	6	6- 8	1.2	12.9
R.O.T.C. (1951-58)	10	9-11	2.9	38.6
Audio-Visual Aids (1948-58)	13	10-16	6.7	48.1
University Functions (1945-58)	13	12-15	5.3	23.1
Subtotal			4.6	30.9
III. Student Affairs				
Student Affairs (1945-58)	11	7-13	23.4	41.6
Inter-coll. Athletics (1945-58)	11	10-12	8.4	67.1
Debate and Oratory (1945-55)	6	5- 7	18.6	55.9
Recreation (1949-55)	6	5- 7	41.2	38.2
Subtotal			18.5	53.4
IV. Senate Operations				
Business and Rules (1945-58)	5	(no range)	0.0	40.0
Committee on Commit- tees (1954-58)	5	5- 6	0.0	52.4
Necrology (1946-55)	7	5- 8	5.0	33.3
Subtotal			2.1	39.0
General Summary			7.0	35.2

*The statistics for "junior faculty" include all persons ranked as instructors or assistant professors at the time of their committee service.

†The figures here include academic staff without administrative assignments (i.e., persons who give practically their full time to teaching, counseling, or research).

‡The terminal date represents the end of the academic year for which the most recent appointments were made.

Membership of Committees

Findings regarding the constitution of these groups are probably not surprising, but they clearly suggest the need for periodic local surveys of this type.

1. A total of 1583 separate committee appointments was studied, or an average of five each for members of Senate committees during these years. Many persons served only a single year on one committee, while other individuals remained on Senate committees throughout the thirteen-year period, occasionally with multiple assignments.

2. Almost two-thirds (64 per cent) of the individuals studied served on only one Senate committee during this period. Another 24 per cent were appointed to two committees, and the remaining 12 per cent had from three to seven different Senate committee assignments during these years. More than 80 per cent of the staff members eligible for such service held no committee appointments during this thirteen-year period.

3. Some committees showed much greater stability in membership than others. The median period of service on the Committee on University Printing was six years, or triple the median figure for members of the Committee on Student Affairs.

4. Male faculty members received the vast majority (93.4 per cent) of the 1583 appointments during this period. This figure advanced from 92.4 per cent during the earlier years to 94.4 per cent recently, and is significantly higher than the 78 per cent figure for the University staff as a whole.

5. There has been a slightly smaller representation in recent years of faculty members from the College of Education and of Agriculture, Forestry, and Home Economics. Some loss has also occurred in the representation from the humanities, with correlate gains for the natural sciences—shifts which may reflect changes in the total composition of the staff during these years.

6. Persons holding full professorships predominated with 65.1 per cent of all appointments given to persons at this top academic rank. When figures for the two upper ranks were consolidated, the percentage advanced from 74.4 for the first three years of the period to 80.4 in more recent years. For this period as a whole, these persons held 93.7 per cent of all appointments on the important Educational Policies Committees. For instructors and assistant professors, the pattern was reversed, with these groups constituting only 3.0 per cent of membership of the Educational Policies Committees, and 18.5 per cent of those dealing with Student Affairs. The remaining appointments were held by persons in the nonacademic services.

7. Persons with administrative responsibilities decisively outnumbered the teaching faculty on most Senate committees. Of all

appointments made during these years, 25.4 per cent involved chief administrative officers (members of the President's staff, the deans or directors of programs, and assistant or associate deans); 22.6 per cent were chairmen of academic departments; and 16.8 per cent were administrative staff members in various noninstructional departments such as the University library, press, student personnel services, printing office, and the business office. Only one-third (34.3 per cent) of all appointees were persons whose primary job was teaching or research, and .9 per cent were counselors. Representation from the teaching faculty declined slightly (from 35.8 to 32.5 per cent) from the initial to the final three-year period of the study. The appointments given to teaching faculty members, like those awarded to persons of junior rank, had chiefly to do with student affairs, not basic policy matters.

The findings reported above indicate that the teaching faculty—and particularly those who hold junior ranks—have been accorded a rather minor role in studying all-University problems. Although the Senate's own membership had been deliberately broadened to provide more opportunities for this, correlate changes have not been effected in the constitution of Senate committees, where much of the real work of the Senate is done.

The present study needs to be extended to determine how clearly the functions of the various committees have been understood and how effectively these groups have operated, both as judged by their own members and colleagues and by the record of their actual accomplishments. Similar studies of the constitution and functioning of college- and departmental-level committees would also help to identify the contributions that the teaching faculty is making to the development of the University's program. Continuing study of these matters seems to offer the best hope of promoting a broader participation of teaching faculty members in educational policy-making.

Inquiry to the Administrator: Who Speaks for the Teacher?

By SAM BRADLEY

This is a troubled inquiry. I have heard something of the place of institutions, and of subjects to be taught, in the precarious future of higher education. I have heard little about the teacher as the responsible and controlling factor. I am disturbed by the assumption that the teacher, as person and sage, is "on the way out as an educational factor."

Who looks with troubled concern at the teacher? What kind of human being, an individual with cultural and social capacities, is he now? And what—in the light of current trends—is he likely to be ten or twenty or fifty years from now? If his art is a high art, is he losing it? How can his wisdom be encouraged and conserved? Will the administrator want "adequate," if often robotized, teachers—the 75 per cent of college instructors that Philip Jacob, in *Changing Values in College* (p. 81), says pass as "good fellows," but "do not cut deep. . .disturb, shock—or quietly touch—the well-springs of motivation?"

Moreover, will the administrator recognize and respect thinking that is thorough and deep? Thought is not easily judged. Neither is it easily come by. Emerson once admitted that the hardest thing in the world is to think.

In our fast-moving, expansive world, will the teacher—as well as the administrator—have adequate time to think? Will institutions, like factories, demand short-term policies and quick results? Or will there be recognition that thinking is something that requires much time, and may be slow in flowering? This question seems to me to be closely related to a larger one: Will the philosophy which governs the teacher's relations with students be humanistic or blandly mechanistic, leading not toward a broad humanism but toward a Faust-like social engineering?

It is almost a commonplace to point out that the status of the teacher-scholar is not very high, not very secure. Yet even the administrator's obvious concerns need constantly to be renewed. Questions need to be put again: Can the teacher be assured of adequate financial

reward in a position in which he has a feeling of stability? Will the teacher be safeguarded so that he teaches what he is most interested in and best prepared in, instead of being allowed to rust even in service? Will he be given opportunities for fruitful contacts? Will his work be given recognition, and made available to students, region, and nation?

These questions are asked without undue optimism. Education is attempting to do more and more for a mounting population—with less and less resources. Unless someone bells the cat (the situation), the mice (teachers) may come to a bad end.

That bad end may be totalitarianism in the mask of conformity.

However, there is no conformity if there is no breakdown in our beliefs, including our faith in democracy; if teachers, no less than students, can have some realism in their belief in the unlimited potentials of the individual; if we do not create a society which cries up mediocrity and adapts the young to man-on-the-assembly line.

Lyman Bryson, in *The Next America*, points out that many choices once made by the individual are now made for him by government or by institutions or by organizations. In short, by collectives. The individual must find new ways to make his own choices, to determine his own future. And his actions need to be valued. "The sphere of individual action," warns Bertrand Russell, "is not to be regarded as ethically inferior to that of social duty. On the contrary. . . ." David Riesman assures that individualism continues, that the mass man is not the fate for our future. However, he also points out how we grow tame, accepting the control of decision-makers and taste-makers outside of us—"other-directed," in his terminology. There may be some possibility of self-assertion. But is it in the spirit of the democracy of Jefferson and de Tocqueville, the individualism of Emerson and J. S. Mill? What kind of thinkers and leaders are teaching what kind of thinkers and leaders?

If the race in this world is between catastrophe and education, it is catastrophe which is well armed and well supplied.

Yet the teacher should not be a trained mouse, or meek creature of the ivory tower, and he need not be. He can outgrow Nietzsche's nineteenth-century caricature of him: a conservative, lacking in vital energy, hostile to adventure and to change. Doing should follow thinking. The educational institution should not be thought of as a retreat, separate from the "real" world, but rather as the center of a developing culture. It should have a continuity of influence, reaching into every occupation and facet of our society. It should be not only a center of knowledge, a distributing point of information—it should also broadcast the ideas of its teachers, in published form, so that they would win wider and wider prestige in the community. Teachers should not live amid con-

ditions of scorn and stagnation. If they do, their intelligence will be blunted by lack of vitality, their sensitiveness will become neurotic through lack of courage.

Is education to make its goal the servicing of the mass man? Or is education to make its goal the establishment of society on the religious and democratic proposition of the infinite value of the individual person? I believe that a different set of practical corollaries are implied by each of these questions. And a different kind of teacher will create a different kind of citizenry.

What kind of citizenry? Karl Jaspers faces the dangers of collectivity and declares for individuals. "Today," he reminds us, "the prevalent tendency is to subordinate everything to the technological apparatus. . . . The rich spiritual community has been reduced to the workings of a machine, in which man is as replaceable as a spare part, and expendable as such. Loss of self and loss of community go hand in hand. . . . When we conceive ourselves as the instruments of this necessity, we feel omnipotent; as its objects, we are impotent. Our relative insights into the technological and other developments that undermine the state, the family, and political freedom, and threaten the individual, serve only to supply arguments for despair. . . ." Yet Jaspers believes that we can find the individual and the true community, and "spiritualize the world of technology."

Will the administrator understand the teacher who serves such a difficult cause? The teacher, like other men, wants a sense of belonging. But belonging to what? Under what sort of leadership? Will we belong to institutions, and to a society, in which each man is free to become what he can become, not regimented but fruitful in his relationships? And under leaders who are capable of respecting him, valuing him, rather than intimidating, fearing, and isolating him?

Will the teacher be psychologically strong, a colleague, rather than weak, a timid and beaten servant? Pillar of freedom, or millstone to sink freedom? Will an administrator judge whether truth is in a teacher, or will he wash his hands of such difficult judgment? If the teacher is a Christian, is he encouraged to express a Christianity which is dynamic and open, rather than a ritual exhibition of local or favored prejudices? Is he encouraged to *feel*, to be continually alive to the problems of human life in this world? And do students "live in" his spirit, and waken to his teachings?

So far as I can judge, administrators have only the vaguest sort of notion about the quality of the teaching that is done on their faculties. They do not associate with their faculties on intimate intellectual terms. Indeed, many administrators get power-happy and trivia-weary, and lose in large measure any concern for the life of the mind.

Yet the prime duty of the administrator, like that of the teacher, should be the encouragement of the intellectual life. He should be able to judge, from actual contact with his colleagues and with students, the temper of his campus. He should know the answers to these questions: Is there here a tradition of compulsion, or of freedom? Of intellectual excellence, or superficiality? Of cultural breadth, or narrowness? Of security that is meaningful, or timid retreat? Of pedantry and short-sightedness, or vitality, ferment, adventure?

"The theoretical basis for effective teaching is a real *intellectual life*," insists the Spanish philosopher, Julian Marias. "Only the professor who has such a life outside of class and even away from the campus, in his personal intimacy, can transmit it. The student must 'attend' the spectacle of how thought in its most authentic forms functions: this is the essential nucleus of teaching. If this is missing, all the rest is invalid. And I fear that the American university does not have that ferment in the necessary proportions. The preoccupation with mechanical details, the undeniable bureaucratic and administrative hypertrophy, the excessive attention to the exact 'performance' of their educational duties, may lead to the belief that this is enough in itself."

It is not enough. The teacher must know how to live the abundant life, and to instill love of that life in students. Otherwise, he cannot be the man to change society, to give the new generation its chance for abundant life.

Will the administrator help to improve the lot of the teacher? Will he heed the warning of the psychologist, Rollo May, that pressure toward conformity is the most obvious cause of the loss of integrity? Will he help the teacher to have time to think rather than whip the teacher down with increasing numbers of students and unrealistic schedules? Will he insist that the teacher's voice be heard widely, so that the teacher is not without honor in his own land? Will the administrator seek for himself the life of the mind, and know what sort of intellectual life prevails on the campus?

If he does these things, then he will speak not only for the institution and for a curriculum adequate to the times; he will speak for teachers who are, day by day and hour by hour, engaged in the decisive struggle for the minds of men.

Should Physicians Be Educated?

By CAMPBELL MOSES
University of Pittsburgh

Should physicians be educated? Should the family physician be a man with a broad background in general education, familiar not only with the sciences but also with literature, economics, and the social sciences? Is it important for him to be grounded in the humanities? Or should he be a highly expert technician, facile in the handling of patients and their problems, but only casually informed in areas not directly related to the medical sciences? Indeed, with the tremendous increase in medical knowledge in recent years, is it possible, even if it is desirable, for physicians to have both a general education and a solid scientific background?

These questions under various guises are being debated increasingly by medical educators. While most agree that a broad general education is highly desirable, there can be no doubt that the growth of scientific knowledge related to medicine has added so many hours to the scientific content of medical curricula, that a bare minimum of time is available for attention to the humanities, languages, and the social sciences.

II

Presently most medical schools require four years of collegiate study in preparation for medicine. Many medical schools publish in their admission requirements that they look with favor on students who have partaken liberally of courses in the nonscientific areas. Factually, students have learned that high grades in the required premedical sciences courses and a few extra hours of "science" go a long way toward gaining them acceptance to medical school. Furthermore, emphasis in college on the biological sciences provides the student with a better basis to handle his preclinical courses of anatomy, physiology, and biochemistry. Traditionally, the first years in medical school are difficult, and most failures take place as a result of performance in these preclinical subjects. Faced with these facts, it is no wonder that college premedical students find little time for elective courses in the humanities and nonscientific subjects.

Daniel C. Elkin, Clinical Professor of Surgery at Emory University, in a recent presidential address to the American Surgical Association, indicated that analysis of the college major subjects of 13,000 medical school applicants revealed 44 per cent majored in the biological sciences, 26.4 per cent in chemistry, 17.3 per cent in "premedicine" and other sciences, 5.7 per cent were unclassified, 2.8 per cent studied psychology, and only 3.8 per cent devoted major time to the humanities. To Doctor Elkin this over-great emphasis on science to the neglect of the humanities indicated, "We have expected too much of science and in so doing have been trimming down those lamps of education which shed our best light."

Certainly, inclusion of nonscientific academic areas in the future doctor's educational experience may assist him in serving as an effective citizen in the changing world in which we live. Some of these, such as familiarity with the processes of reasoning and logic, are of special importance to the physician because the rapidity of change in medicine today demands that he constantly make decisions involving the validity of peoples, drugs, and doctors. In making such decisions, knowledge of man's past experience as recorded in history and literature could well improve the judgment of the physician.

Elkin in pleading a strong case for the inclusion of humanities in the making of a doctor, emphasizes that, "beyond *content*, there are *values*, and beyond values there must be a setting for *receptiveness*."

There can be little doubt that an education that includes exposure to modern languages, history, and literature will provide the future physician with a means of enlarging his life experience and thereby a more satisfactory "setting for receptiveness" and a broader basis upon which he can build the "values" of his life experience.

But is education in the humanities the proper province of the medical school? Dana W. Atchley, Professor of Clinical Medicine at Columbia University College of Physicians and Surgeons, thinks not. "Scientific scholarship is the primary necessity in medicine." Although recognizing that the ideal physician is perceptive and understanding and cultured, he holds: "The unique quality of the physician is the fact that he is a scientist, and possesses scientific understanding that no other type of healing has to offer." It is the development of the physician's skill in "scientific thinking" rather than in the implementation of multiple "scientific skills" that Doctor Atchley believes is the prime responsibility of medical education.

Few medical educators would quarrel with Doctor Atchley's view. Indeed, it is the physician's science which permits him to arrive at intelligent clinical judgments based on observations which rarely can be complete. He must make an "educated guess" based on the available data

and the likely probabilities. Those who aim at improving the general education of physicians strive to do so without compromising the scientific background of the future practitioner. To do this, they place major emphasis in the sciences upon the development of the understanding of the scientific principles involved. While detailed knowledge of the minutiae of science are important for intellectual recognition of many of the processes involved, the minutiae and the myriad "scientific skills" serve as a basis for the development of "scientific judgment" rather than as tools for the practice of medicine.

Recently, a government official and a critical student of medical education has warned that medical educators are committing educational schizophrenia. It is his opinion that by attempting to graduate cultured practitioners of the art of medicine, and at the same time to develop biologically trained research M.D.'s, medical educators are in danger of compromising their opportunity to achieve either goal. There seems little doubt that the common practice aimed at solution of this dilemma of adding more years to the total college-medical school-residency program has reached a point of diminishing returns.

At the present time, at the conclusion of four years of college, four years of medical school, and a one-year internship, few, if any, medical graduates are sufficiently qualified to assume the primary responsibility for the practice of medicine. The graduates recognize this, and, unless they are diverted by economic or military necessity, most of them enter specialized hospital residency programs, adding three to five more years to their formal education. As a result of this, and the requirement for physicians of two years military service, many young men are 30 to 32 years old before beginning the practice of medicine. They have spent, literally, a quarter of a century in preparation for practice. Boris Pasternak comments on this problem in *Doctor Zhivago*, "Man was born to live, not to prepare to live."

III

Recently, medical educators have begun major attempts to resolve this unsatisfactory dilemma. The Johns Hopkins University, where the pioneer experiments in medical education were initiated at the turn of the century, has been one of the first to assume leadership. The Johns Hopkins Plan, which will admit its first students in 1959, is aimed at (1) reducing the excessive number of years of medical education, (2) minimizing the dichotomy between the liberal arts and the medical sciences, and (3) strengthening the contribution of the basic physical, biological, and behavioral sciences in the medical curriculum. To do this, selected students will be admitted to the medical school after only

two years of college preparation and liberal arts, and scientific courses will be given throughout a five-year course. The last year of the medical school will be modified to provide experience equivalent to that of the intern year, thereby reducing by at least one year the total period of medical education.

Stanford University in a somewhat similar five-year medical curriculum is approaching all of the medical students' education as a continuum, providing a core of medical and general education common to all students which can be supplemented according to the abilities and desires of the individual student. The Stanford faculty recognizes that the medical student has progressed beyond the stage where the mere acquisition of "facts" can be defended, and will place a major emphasis upon understanding of the scientific method and the ability to accurately solve "problems in medicine."

The University of Pittsburgh faculty, concerned over the inflexibility of most medical curricula, the emphasis on scientific skills and the attendant de-emphasis of general education, and the recent changes in the techniques of medical practice without parallel changes in medical course content, also has under development a program aimed at providing a better educational experience in preparation for modern medicine. Included in this plan are a more flexible routing of students through their liberal arts, college science and medical school science courses, inclusion of non-science courses during the medical school years, a longer continuous period of hospital and out-patient experience, and the modification of the fourth year in medical school to meet the legal internship requirements.

Whether or not any of these plans will provide effective answers to the dilemma in medical education, they are all aimed at the proposition that physicians should be educated, and they should be educated in both the sciences and the humanities. Only if this is achieved will physicians be able to make their maximum contribution to our modern world.

*Fashions in Melodrama*¹

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Melodrama is a way of looking at life. In essence, it attributes whatever is wrong to evil men, and its faith is that good men can decontaminate or eliminate evil men and thus restore, more or less permanently, a normal state of serene well-being. In melodrama, the split is between good men and evil men, not between good and evil in man. It is the world of the popular theatre, where we are healed of self-doubt and purged of any sense of wrong-doing. On that stage we are victors without guilt.

We like to extend that stage as far as it will go out into daily actuality. War is all melodrama; so is politics. In government, and even in business and professional life, we find it easy to measure time by evils that thwart us and by enemies put down. This goes on with equal vigor where perhaps one might not expect it—among philosophers, artists, intellectuals generally, who have often the sense of protecting little Edens against serpentine invaders bent upon destroying excellence of mind and soul. It is a role that leads rather easily to self-congratulation, and to making public claims for the powers and merits of one's domain.

In the humanities, for instance, it is almost habitual for practitioners to raise their voices in a style that is at once defensive and promotional. Ever since the war humanists have been protesting, often in a rather accusing way, the value of their services to the human community. I hope I am not disloyal to the humanities if I confess some embarrassment at hearing humanists with loudspeakers proclaiming the salvatory powers of their enterprises. What purports to be a disinterested pursuit of grace of mind begins to look like a strengthening of organizational prerogatives, a membership drive for a quasi-ecclesiastical body claiming influence at the gates of a cultural heaven. We should not be surprised if some rude auditor retorted, "Physician, save thyself." For we should have to acknowledge that from an assemblage of scholars, critics, and poets one could collect enough moral and spiritual clay feet to supply

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handsomely a ceramic factory for the making of grotesque figurines. Yet here it is necessary to avoid what may be called the Fallacy of the Imperfect Minister: the vulgar supposition that the flaw in the priest establishes the hollowness of the creed. It is the nature of creeds to envisage goals that strain the talents of the seekers. Nevertheless promotionalism fixes attention upon the promoter; and if he claims publicly to have the keys to urbanity, largeness of mind, imaginative insight, and wisdom, he may anticipate exacting inspection, and perhaps blunt inquiry.

During the emotional spasms of the immediate post-sputnik period I was rather relieved to be beyond the clutches of an earnest colleague who was collecting signatures to a manifesto inveighing against the new emphasis on the study of science and warning everybody to keep eyes properly fixed on the humanities, where true safety lies. Beyond my perhaps finicky distaste for this hawking of our wares lay a vague sense that the whole project, though it might be high-minded, was wrong-headed. Yet at the same time I was a little concerned to find myself unconcerned, happily out of it; was I ducking responsibility, just going along for the professional ride while others fought for space on the road? That is the kind of question which no man can answer in his own favor with final assurance, but I found no weakening of my sense that this we're-as-important-as-science petition was misconceived. It was a misdirection of energies, a misidentification of what we call "the enemy." The old melodrama of the good humanities *vs.* the bad sciences is not the archetype latent in the specific plot in which we must all act now. There is an "enemy," and we must dread it because it is hostile to both humanities and sciences; I am convinced that as things are now, science and we have more to ally us than to separate us and that if the post-sputnik dismay will really serve science, it will serve us too. At first blush this may look to you like a severe case of crypto-scientism. If need be, I shall have to risk seeming like a secret agent of the cyclotron party until eventually I reveal what I see as the structure of the melodrama in which scientists and humanist, far from being antagonists, share the role of the beleaguered hero.

II

I want to get at this, indirectly for a time, by glancing at two other contemporary melodramas that I think have hidden affiliations with the ill-constructed humanities-sciences melodrama. The first of these is the current phase of the age-*vs.*-youth melodrama, and if this seems an alien subject, I am content to let it seem so for now. The old antagonism has an almost incredibly novel form in this decade. Normally we in the

camp of age accuse youth of adolescence; now we accuse it of old age. Our traditional case against youth is that it is so unlike us; the present charge is that youth is so like us. But here I am not accurate, for we are not even content to be like ourselves; we between forty and sixty berate our juniors between twenty and forty for not being as young as we are, or suppose we are. We middle-aged and far-aged are angry young men energetically castigating our tired old sons, attacking our junior elders, for not conforming to our own virile nonconformity. We ex-Bohemians of the '20s and ex-revolutionaries of the '30s abuse the veterans of the '40s and the multiple fathers of the '50s for pursuing reality by different routes which we prefer to think less spirited and less disorderly than our own, and therefore less noble and less manly. I have the not altogether reassuring suspicion that in some future portrait of the mid-twentieth century as a young man, we censorious fathers may look rather like the complacent Mr. Dedalus, smirkingly sure that as a lustier flouter of official rules, a sampler of wine and wench, he is more of a "man" than young Stephen.

Various motives may stir this original critique of young students, scholars, artists, intellectuals. Most of us who are not youths have lost youths to justify, and regretting the failures of others is a standard brand of self-justification. Or imputing to others a lamentable flight to safety may be a relatively safe way of intimating that if our exteriors are placid, nevertheless our interiors are a turmoil of volcanic thoughts. If we suspect that we have left the pursuit of danger behind us, the damning of others for the same retreat may at once cast a veil over our own derelictions and administer a little vicarious self-flagellation. (I recall the case of a free-lance critic who, on becoming a professor several years ago, unleashed the most biting blasts at professors for being safe and stodgy: surely an oblique self-punishment and yet a way of claiming meritorious exemption from the usual occupational hazards.) Or if one has not grown up—and I must admit to suspecting some of the attackers of youth of this slip—one is not pleased by something that looks like maturity; so one naturally calls it premature senility. And I think I have spotted a case or two in which Professor A is offended by the docility of academic youth because youth does not revolt against the unfortunate positions of Professor B. We rarely attack our own followers for docility, or decry their lack of intellectual boldness if they do not dissent against our dogmatic dissents. In fact, youth most charmingly proves his critical freedom by assenting to our dissent—I am tempted to say, by playing Lolita to our hungry Humbert.

But the excavation of underground motives does not itself undermine the position; contrary to the working principles of most polemics, selfish, indeed loathsome motives may account for shrewd or even dev-

astating analyses, that have to be met in other ways than by denouncing the messiness or the malice, the self-deception or self-protection, of the analyst. So in no way do I argue from the troubled psyches of middle-aged knights once errant, who may even demand sober sympathy, if I say that in general I find the current detraction of youth as unchallenging, unadventurous, and committed to security, if I find this detraction tedious, misguided, and in some ways unwholesome. I am troubled by the philosophic implications of the critique; I question the facts which the detractors take for granted; and I regret the flight from the main issue.

III

In the indictment of young pursuers of learning, thinkers, and creators for failure to be sufficiently reckless navigators, what is most hair-raising is the implied theory of reality: I mean the pernicious metaphysics which equates the pursuit of freedom and truth with the habitual practice of dissent. I need not reassure you, I trust, of my entire belief in the hygienic values of dissent and denial, the necessity of negation in the pursuit of freedom; and of my awareness of the considerable problem of getting our society to be at ease with dissent against our various establishments; I propose to offer no comfort to the keep-it-like-mother-used-to-make preservationists; and with another audience, a less differentiated public, one might feel obligated to spend all his time defending the rights of disagreement and denial. But in this present group one can forget strategy and look at theory. I am disturbed equally by the camp that would eliminate dissent and the camp that would make it obligatory; the one mistakes an antiseptic for a poison, but the other mistakes it for a diet. Arnold jibed at "the dissidence of dissent" as an enemy of culture; for us, it becomes an enemy of maturity and wisdom when it is proclaimed as the solitary route to intellectual and moral enlightenment. For it is hardly a route at all; it is rather a small road-machine that cuts down weeds before they move in from the shoulders and obstruct the right of way. Some of the querulous middle-aged seem bound to delude youth into supposing that swinging a handsome scythe is finer than, and a substitute for, all the engineering, surveying, and selection of routes that sometimes lead to knowledge and wisdom. Or, to drop this highway figure, I have the feeling that many a lament over supposed lack of spirit is in effect a cry to youth: get out of line, sing off key, be insecure, go on your nerve—and you will be a man. Here is, at best, a saddening confusion and a notable irony: for we should be trying not to sell such easy fruitless programs but to find appropriate difficulties that will adequately tap that young energy and lead it toward

some real end. We should commit them to the one hard exploit really worthy of a strong and maturing mind—the exacting, taxing, troubling lifelong enterprise of securing a constantly deepening view of truth. And at this key moment we harangue them in terms that lead both innocent souls and precious rascals to identify freedom of spirit with letting all whims fly and egos rip. We need to encourage them in the burdensome task of identifying their own positions and scrutinizing these rigorously, and instead we turn them into a complacent and indiscriminate oppositionism, with only the defects of others as targets: for the hard vision of reality they are offered the facile delights of marksmanship. This is less the difficult, often unexciting pursuit of truth than the glamorous melodrama of truth.

I am reminded of a magnetic undergraduate professor who with tense voice and indignant eye was constantly demanding that the truth be given a chance against her serried enemies. We students of his were greatly excited; the last thing that occurred to us was the relevance of quiet self-inspection; rather we felt that under his banner we were fighting all manner of dark falsehood, which shadowed most of the rest of the faculty, dimmed the eye and coated the tongue of the president, and utterly blacked out the trustees and the church of which the college was a very poor thirty-second cousin. In this happy heart-warming fashion we managed to postpone the pains of growing up until we got away from there. I remark in passing that the subornation of such melodramas is often what passes for "spirited teaching."

So much for what I take to be the error in principle in the modish castigation of youth for an alleged elderly tiredness in which caution undercuts glorious hazard. I think there is a prior error in the castigators' observation of youthful conduct. Granted, we may be looking at different evidence; I may not see well; or I may suffer from trench-eye, that is, the astigmatism of the middle-aged who have acquired a hilltop interest and have got cozily entrenched there. What I see is no diminution in the sharpness and freedom of those eyes—of the old students and the young teachers and writers—that detect our insufficiencies as well as at that age we used to detect the insufficiencies of those who were then at our present age. But they do better at harder tasks; to me, both the undergraduates and the graduates of the '50s seem, as a simple matter of fact, more self-reliant, more questioning, more imaginatively critical than we were thirty-five to twenty-five years ago. If they have begot larger families than we unproductive products of the '30s, it may be that they have discovered freedom from the economic neurosis, from the death wish in its racial dimensions, and from a frantic egocentricity that wants to keep the surrounding world as small as possible lest the self be diminished. I have to doubt whether they would strike a substantial blow

for liberty of spirit by begetting no children at all or begetting six out of wedlock; they seem rather to have discovered an exhilarating freedom from the sheer wear and tear of living in sin, a burdensome convention, once imposed as a probationary task upon any earnest truth-seeker who did not wish to be considered morally irresponsible. They have had three additional decades in which to develop the twentieth-century passion for skeptical analysis, and we should not be bemused if it has led them to some unexpected freedoms. If some of them have taken to the church, it is perhaps less through a craving for chains or safety belts than because through skepticism they have found freedom from other kinds of dogma, have found, indeed, the ultimate freedom of heresy—heresy against the edicts of the secular vaticans.

But suppose I am observing darkly and interpreting falsely, and that the generation between eighteen and thirty-eight is singularly afflicted with a premature fatigue of mind and soul. What does this illness mirror? Surely a state of society, a tone, an outlook of which we are the architects. If youth does too soon seek security and settle for safety, this reflects the spirit of a period that with truly strange pride calls itself the Pushbutton Age. Behind all our deceptive self-congratulation about doing away with brutalizing hardship, with deforming and killing toil, we of this age betray an inner addiction to being untroubled, comfortable, passive, and idle, to an undisturbed regularity that is not the order of discipline able to accommodate an intense exploringness, but the enfeebling orderliness of routines and comforts in which an atrophying personality finds its natural end in what the ads glorify under different terms—namely, retirement before one has grown up. This picture is far from a new one, but it needs to be shown briefly for its relevance to the recent flagellation of youth. In such an air it is remarkable that there is as much adventurousness as there is. But if there is too little, and if we elders blame the young for revealing the play-it-safe neurosis of an era we have made, it is a little like rebuking the symptom for betraying the disease; it is easier to abuse youth for not seeing through us than to make ourselves something less in need of seeing through.

I want to try to extricate myself from any appearance of the partisanship that will make it possible for either camp to feel safe and smug. On the one hand I deplore summoning youth to a heroic hellionism, entrapping him in the romantic melodrama of the querulous outsider, the habitual antagonist, the tormentor of guardians: down with what is up, out with what is in. In this melodrama, evil is identified with the haves and ins, and the man on the white charger really finds himself on a merry-go-round horse: riding again the ancient circuit of outsider to ejector to insider to ejectee, or, as it has been otherwise put, from envying to being envied, from blame to guilt. The real problem, that of radically

improving havehood and inhood, is met no better by the equally deplorable counter melodrama in which youth is urged to glorify his spirit by pouring boiling oil on the spitefully covetous attackers of the citadel held by us good insiders. But in regretting a social atmosphere which instead of encouraging maturity through self-understanding preserves immaturity by offering, or seeming to offer, only a choice of melodramatic heroisms, I do not invite youth to blame a prolonged unripeness on parents who have not grown up; nor, if he has fallen into the regular habits which presently make others fear for him, to blame his unreckless quietude on the torpor of his mechanized elders. This would let him substitute the melodrama of self-defense for the obligation of self-inspection, without which he is not worth defending; it is he who must face his green neurosis or his comfort neurosis, and discover the order of change and discomfort that will lead to whatever growth or creation he may be destined for. All I will try to do is defend him against that misconceived discomfort which would doom him to short pants for a lifetime. But if I talk mostly of the harm when a healthy and vigorous individualism is narrowed down into a tense doctrinaire nonconformitarianism, with which its ministers delude those ready for a soberer freedom, I want on the other hand to make emphatically clear that I intend no comfort to those whose fatigue-of-the-years makes them love indolence in potential challengers. I have no patience with us languid quinquagenarians, who because the most strenuous pursuers of truth may speak the mildest words and lead the mildest lives, regard our own comfortable mildness as the pursuit and possession of truth, who gratify ourselves by mistaking weariness for wisdom and exhaustion for insight, and who therefore value inertia in youth as guaranteeing our unpunctured ease.

If we seek a nobler cause than blaming youth or defending ourselves, we can start by acknowledging the immorality of pushbuttonism, which under its old name of sloth used to be considered deadly, and which is symbolized today in the faith that a car without a gearshift represents a superior order of life. The pushbutton mystique is the visionary face of what we have long called scientism, which is not science but the popular religion of science—the faith in a benevolent omnipotence that is, by a series of miracles, irresistibly creating a new paradise now. This doctrine of the millennium-while-you-wait is melodramatic too: friendly magicians either conjure the earth and make riches gush forth, or destroy all our enemies; nowadays, as all newspaper readers know, the word *killer* principally signifies heart ailment or other standard terminal diseases, all beset by clinical St. Georges tracking them to their dragon lairs and doing them in.

Let me break off the familiar story of scientism to remind you of the melodrama that I left unresolved in the first section of this paper: our

professional melodrama of the humanities against the sciences. You will remember that, though a humanist, I found myself unwilling to join in this conflict, just as, though decidedly middle-aged, I wish to absent myself from the modern melodrama of age against youth. You will remember, too, that in the former, some humanists made science the villain, and that the analysis of the second melodrama revealed a wrongdoer which seems at least a cousin of science. Yet science is not the villain; this is too easy a way out.

But before I try to define the actual drama that I believe underlies these dubious melodramas, I have to ask you to take one other look at the mid-century American theatre. For there we find still another melodrama having a good run.

IV

I refer, of course, to the post-sputnik attack on Education and the Educators, both with the capital E. Whether this attack continues in its old role as a kind of sport—say a fox-hunt in which a delightful hue and cry in some excited county leaves the general race of foxes living on unharmed and unshaken—or deepens into a systematic extermination really meant to clean up the land, this depends on how we understand the issue. Some of our trouble has been that we have not understood it well, or have not been willing to. Hounding the Educators has been an inspiring recreation in which we have all had a merry fling; concocting epigrams against colleges of Education has been a delectable form of play, the helplessness of the victims to reply in kind being compensated for by their magnificent self-assurance and singular political cunning. It has been a game of darts with live but pain-free targets, a show in which highbrows could for once enjoy the low life of audience participation, a melodrama in which eggheads could virtuously throw dead eggs at living villains. Now there is the genesis of the trouble: the shrinking of life into a melodrama with villains—viewing Educators as racketeers plotting against an innocent society, breaching the life of us good people with a barrage of evil ideas.

The truth is that Educators do not have bad ideas; indeed they do not really *have* ideas at all. They are a channel for ideas of ours, often hidden ideas, which they carry into the flexible scholastic forms. We must see that they are no more than the agents of a view of life to which our culture is deeply committed and that we cannot wipe out the agents without cleaning up the view of life. We believe in the pre-eminence of technique or what we fondly call “know-how” (one could base a modern cultural history on the decline of *savoir faire* into know-how), and we can hardly be surprised if education falls into the hands of entrepreneurs

who claim to have cornered the market of educational techniques. We have no answer for them. Enthralled by the mystique of technique, we invent gorgeous verbal robes that, however suitable for reverent worship, keep us from seeing things in sharp outline; even Ph.D.'s in the humanities talk with sonorous awe of their "methodologies," when all they mean is their methods, which are quite a different thing. Where, then, do we find the lucidity needed to see through the methodistic religion? We can hardly demand that technique yield to substance, for our ideas of substance have been badly eroded by our skeptical attitudes. If we complain about ineffective teaching of reading, writing, and arithmetic, we engage in some self-deception; for one thing, we hardly provide the examples of devoted reading which might make young observers regard reading as a built-in human activity; more fundamentally, we pay mostly lip service to these skills, which at heart we regard as mainly ornamental and by no means requisite to that getting-on in the world that we really believe in. If we find the public schools becoming trade schools, it is because trades are our real article of faith. If we find schools teaching adjustment rather than training minds, it is because with a sharp diagnostic eye the schoolmen have spotted a couple of faiths that, whatever we profess, we really act upon. The first of these is that getting on in the group is invariably better than developing one's own genius. I will call this communitarianism, and by communitarianism I mean a perversion of the true sense of community, with which even eccentricity is compatible, into a constant organizing or rather managing of all life by group activities that eliminate privacy and what it contributes to maturity—group sings, sports, projects, club and lodge rule, Jones-worship, and, above all, a glorifying and universalizing of committees that tends to starve out all realms of activity not amenable to committeeefication. Communitarianism means the joining principle: once a joiner was a skilled craftsman, but now he is a crafty politician or a man afraid of himself. The other faith of ours that the schools have caught hold of and modeled themselves upon is that what is called "personality" is the center of all human values. If, then, the schools do little for minds, it is either that mind is unimportant to us or that, with its suggestion of individual talent, *mind* is almost a naughty four-letter word. Sometimes we sneak in mind-value under the name of *brains*, but by it we tend to mean caginess in worldly operations. Our real passion is for "personality," a sort of mass-pleasing demeanor that can be boned up even by, or perhaps best by, the untalented. This is the opposite of the thoughtful and the reflective; hence, in 95 per cent of American facial photography, the obscene display of teeth, the oral cheesecake. In part, of course, such attitudes are a bastard offspring of democracy, in which the majority principle can lead to the exaltation of mediocrity and a preoccupation with mean ends.

So we cannot rest content with a melodramatic attack on Educational villains as if they were simply plotting against a highminded citizenry. If we really want to do away with the present breed of them, we have to expect not only to hurt but also to be hurt. A large job of extermination means at least a little bit of suicide. Fortunately this is one suicide that can be followed by a rebirth.

Here I have to make the usual stop to point out that in calling Educators results rather than causes, interpreters rather than originators, I do not whitewash Educators. If for the sake of clarity we must recognize them as our agents, still agents are not guiltless. No one is compelled to minister to weakness and error, and such ministry is the more ignoble in a profession entrusted with a special role in the strengthening of society. One is not obliged to refrain from disliking a dope-peddler because he understands that a dope-peddler exists because people want dope. In America we have a strange addiction to warring on vice by doing away with the agents of vice, those who collect the tax on our imperfect behavior: what earlier I called symptom-doctoring. Yet even symptom-doctoring may have a preliminary value: you can advantageously reduce a fever caused by an infection—as long as you do not forget to go on from there and do something about the infection directly. So attacking Educators may have some point, *if* it is understood as a preparation for, and a part of, a larger task of philosophic self-medication. In this educational melodrama the hero finds himself not altogether distinguishable from the villain.

V

Now, at last, what are the common plot-elements in these diverse popular melodramas? You remember the stage where the humanists were endeavoring to cut down the scientists; the roomy and complex arena where youth were being variously clawed for not being, like the young lady in *Oklahoma*, wild and free; and the theatrical hissing at Educational villains for taking us, sharp as they are in their way, where they saw, and we didn't know, we wanted to go.

A key complaint against Education is perhaps our key. I mean the complaint that the schools spend too much time on fringe subjects and fail to teach the solid science that can produce good modern physicists. Various reasons for the state of affairs have been advanced, but there is one which, if it has been mentioned at all, has apparently received little attention: I mean the simple fact that fringes are more *easy* than central subjects. If science is badly taught, it is because it is easier that way, and if potential good physicists are not coming out of high schools, it is because the study of physics is not easy. For it takes more than adoles-

cent vitality to resist the glorification of ease that implicitly penetrates the whole of our culture. Publicly we talk and reason *a comfiori*. A good deal of method-worship is ease-worship. Half our advertising is on the theme of labor-saving, short cuts; no more back-bending, walking, or standing; no more moving really, with power brakes and power steering; learn while you sleep; three easy steps; six easy lessons; utter comfort, still more comfort, colossal comfort; lift the lever, push the button; automatic, automatic, automatic. Funny, in a way, yes. But when such stuff everywhere mushrooms into the air, there must be a fall-out with moral consequences: the weakening from generation to generation of the capacity for difficulty and labor which are an eternal part of our destiny. This is what I have called the immorality of the push-button age, and to it we must ascribe to no small extent the state of the schools, and, to go back to our second melodrama, the tired love of ease and security with which youth is now charged. And the humanists, the heroes of the first melodrama, come into the picture by trying to pin pushbuttonism on the scientists and then calling loudly, in come-one-come-all tones, that what they are peddling is good for what ails the mechanized country. Everybody has a gimmick, that is, a shortcut to salvation. If with one fraction of our cultural psyche we invent the gimmick of automatism, with other fractions we invent the gimmick of negativism and the gimmick of humanism.

If the post-sputnik disillusionment with education is to be anything more than a melodramatic flurry, it will have to reach down to the basic problem of our values. If it creates enough of a disturbance there to improve the situation for the study of science, it will inevitably improve the situation for the humanists. I said earlier that in our world the sciences and the humanities have more to bring them together than to separate them. For the problem is less to prevent the subsumption of all reality under physical law (a confusion most likely to be fostered by science-bewitched humanists), less to uphold the historical, aesthetic, intuitive, and contemplative visions of reality (which often the scientists are the first to defend), than it is to maintain the two great areas of thought, with their complementary formulations and insights and wrestlings with truth, against the religion of techniques, the religion of ease, the naive faith in panaceas, and the secret lust for mediocrity that is the final enemy of the great mind and the great imagination. And in this joint action against the popular front, the struggle to maintain themselves properly by the assertion of realities that can never be easy and flattering, the sciences and humanities can give a better compass to youth who are alleged to be not bold and challenging and daring enough and who are so unwisely urged, as I see it, to make a business of rocking the boat and ducking the nondissenters; for if the young, once alerted to the characteristic falsities

of an era, are taken on beyond to the long, hard, gimmickless quest for as much of truth as most of us can hope to find, they will discover the modes fitting to their personalities and projects and to the times—not the single confining style of dissentism but a rich field of possibilities: measurement or vision; the kind of idleness defended by Stevenson or the work splenetically demanded by Carlyle; revolt or quiet revaluation; the destruction of what is pretentious or obsolete, or, most important of all, the reformulation or affirmation of constants—the dramatic role which is the final test of true individualists.

We can restate all this by saying that our problem is the problem of excellence and of our particular ways of fleeing from it to cheaper mistresses. To be for excellence, I suppose, is rather like being against sin; it may seem only to betray one's cynicism, one's naïveté, or one's passion for what can be taken for granted. I wish I could believe that we do take the pursuit of excellence for granted. But this is not the evidence of our schools, which institutionalize the half-articulate leanings of the community—the identification of achievement with what many can do or want to do; and the decay of the concept of wise leisure, the only rationale of a mechanized age, into a sense that toil is evil in itself and that the quality of life is a function of magical electronics and of passive reception of not only luxuries but necessities, tendered with expert slavery by a finally defeated nature (the ultimate permanent colony of a universal imperialism).

The danger of sciences and humanities to each other is infinitesimal compared with the danger to both from a decay of the feeling for excellence that both have to stand on. That decay occurs when the moral energies required by the pursuit of excellence are drained off into a melodramatic factionalism. We could as well say fractionalism, for melodrama is the world of fractions, where part-truths are mistaken for wholes, and where half-truth disease is countered by half-truth remedies. We have noted the terms that chart the reduction of valid concepts, in which the ideal of excellence is inherent, into fractional ideas that are the more harmful because they resemble the original wholes. We have long been familiar with scientism, which is an amputated version of the pursuit of physical knowledge—namely, the popular faith in the effortless life of secular miracles: a faith which scientists themselves recoil from because for love of truth it substitutes a lust for utilities. Learning from science the importance of techniques and methods, we have fallen into a fanatic methodism that leaves us helpless among technophile schoolmen because they and we alike beg the question of what it is that is to be delivered through their mysterious know-how. If we do think of the what, we also suffer from the shrinkage of concepts. The democracy which is an enemy of false distinctions slides into a democratism which threatens all distinc-

tion, and the need of community into a clattery, busybody communitarianism. This semi-truth in turn begets the semi-truth dissentism, the hardening and narrowing—the arteriosclerosis, really—of the respect for, and tolerance of, spontaneous dissent; dissentism is the inculcation or practice of a habitual contrariety that mistakes, for the achievement of truth, what is at best, for some people, a preliminary to the search for truth, and that reduces to a sort of lark, a lively picnickers' flight from stodginess, the sober, agonizing earning of freedom that requires more years than most of us will give to it.

Finally, to end where we started, I offer another term to stand beside scientism, methodism, democratism, communitarianism, and dissentism. The term is humanisticism. It is ungainly; it may have a touch of the dropsy of syllables that sometimes afflicts sociology. But perhaps for that reason it describes the better what happens when a just valuing and defending of the humanities gets organized in a protective and promotional way, when a decent humanism slips into a sort of ecclesiastical business, intent upon preserving its clientele undiminished, its acreage inviolate, and its soteriological claims intact. It is humanisticism which mistakes the educational symptom for the cultural illness, confuses quarrelsomeness with the free spirit, and does not distinguish scientism, the enemy of humanism, from science, its fellow. In such ways is humanisticism, the melodramatic factionalism of the humanities, deflected from the proper course of excellence.

The men of letters whom I have so far happened to quote are all, I suddenly realize, Victorians. If differences among them let me survive even a casual reliance upon ancestors of diminished repute, I can perhaps take a final risk and invoke a classicist, in fact, invoke an ancient one through a modern one. While writing these pages I could not put out of my memory a passage in Horace's *Poetics* that had vaguely suggested itself as relevant, that passage in which Horace claims that in other affairs mediocrity is admissible sometimes, but in poetry never. The most pungent translation is Ben Jonson's: "But neither men, nor gods, nor bookstores meant,/ Poets should ever be indifferent." If any serious poem, Horace goes on, falls short of the summit, it plunges toward the depths. Or, in Jonson's slightly amplified version:

So any poem, fancied, or forth-brought
To bett'ring of the mind of man, in aught,
If ne'er so little it depart the first,
And highest, sinketh to the lowest and worst.

Or, as it is bluntly put by a quite different character, our contemporary Felix Krull, Thomas Mann's picaro who is really an artist, "a performance had to be masterly if it was not to be ridiculous." The poetry that

is Horace's subject, and the dramatic art that is Mann's, are central enough to stand symbolically for the humanities in general; so that the categorical demand of excellence in poem or performance not only applies to all the works of mind and imagination that are the primary humanities, but can be extended as well into the working principles and actual working of us secondary humanists. Here I have been looking at only one of their problems, trying to say that excellence is not served by seeing all defects and ills and dangers in terms of ne'er-do-wells, scapegoats, and ill-favored rascals that we can polish off or cut down to size as if we were heroes of melodrama. This is too easy, and it smells of the gimmick. Excellence and ease are not compatible; we literary humanists do not suppose them to be so in our professional work, so that we need hardly combine them as we meditate a role in an imperfect culture. I will leave it to your imagination to discover the social equivalent of the difficult task of scholarship, the taxing critical analysis, the exhausting creation of a drama, none of which has a single easy target. But if the artist, to take one example only, does shrink from the excellence that demands too much of him and settles for writing a melodrama, we ask at least that he know what he is doing. So if we do ever fall into melodramatic courses in troubled times, we should at least not delude ourselves about what we do. And, if we can, remember the hard drama that always lies beyond the melodrama.

What the Viewer Views
A Note on TV Commercials

Bland are these faces; sensuous, at ease,
They charm a nation, profit as they please.
Their images mere shadow has begot.
The happy shade of Plato sees them not.

Paul Ramsey, Jr.

Elmira College

The University: A Congeries or an Organic Whole?

*The Address of Welcome at the Forty-Fifth Annual
Meeting of the Association*

By EDWARD H. LITCHFIELD
University of Pittsburgh

I would like to add my warm welcome to those which you have already received. It is a very real privilege for us to have you in this community.

You convene in this home of the steel industry at a time of profound community apprehension. As you know, we are meeting on the eve of negotiations which will determine whether there is to be a crippling strike in the steel industry with all the familiar domestic and, perhaps, international consequences. We are only now recovering from an unusually long and bitter dispute in the glass industry with reverberations in Detroit, South Bend, and many other automobile centers of the nation, and in a variety of other industrial communities, as well.

I appear before you this morning not to support or to criticize either party in these controversies. Nor am I speaking today of the economic loss which these conflicts represent. Rather, it is my purpose to draw your attention to a more fundamental consideration and to relate it to a parallel in our own academic institutions.

Over a period of years we have seen the corporation emerge as a new kind of institution in our society. Once a tightly held private organization, it has now become a public institution. Since World War II, the number of shareholders has increased from two to three times as rapidly as the population. Today the corporation makes contributions, above and beyond its product and service, through a substantial amount of both applied and fundamental research. It provides resources for a whole series of community activities which would otherwise depend upon taxpayers who are already overburdened. Again, in its search for diversification, it is, in fact, seeking to maintain itself as a stable economic factor in society and thus to provide a continuity of employment for a

major portion of the working population in the communities in which its headquarters and its branches are located. With the passing of each year, Berle's characterization of the corporation as a "nonstatist political institution" becomes more apparent and more accurate. Today the corporation is one of the major pillars of our society.

The first point I wish to raise with you is whether or not we can afford the conflicts within this institution, the corporation, which we now observe. Conflicts of this type were one thing in the days of the privately held, noncommunity-oriented and, perhaps, single-product corporation. They are, I submit, quite a different thing in these huge "nonstatist political institutions" of today.

I would suggest to you that the fundamental problem here is not the strike but that which produces the strike—the fractured character of the corporation. It is the divisiveness within the institution which most troubles me. The great institutions in a society should be vehicles for the orderly organization of human, financial, and material resources for the achievement of defined purposes. They seek a certain synthesis in organizing those resources and pursuing those objectives. When they are internally in strife, they lose the integrated character which should be among their essential characteristics.

It seems to me imperative that, in the years ahead, we find ways of unifying the great economic corporation so that it can function as an integrated whole, balancing its respective responsibilities, equitably distributing its benefits, and economically utilizing its resources. As long as it remains internally divided, as long as it is a combination of disparate elements held together in uneasy harness, it can never fully develop and utilize its power.

II

I am equally troubled by the divisiveness which characterizes our own institutions—the universities. There are few among us who regard the university as a total institution. It would be more accurate to say that we treat it as a miscellaneous collection of faculties, research institutes, museums, hospitals, laboratories, and clinics. Indeed, it has become a commonplace to observe that most of our large university organizations are held together by little more than a name, a lay board of trustees, an academically remote figure called a president, and a common concern for the power plant. On most of our large university campuses, our individual faculties tend to live in an isolated proximity.

The consequences of our fragmentation are known to all of us. The absence of a total view results in institutions in which certain faculties are developed at the expense of others. It causes some of us to re-

spond to the needs of the professional and technical schools to the neglect of our responsibilities for the liberal education which we know to be not only important in itself but an essential undergirding for professional work. In many of our institutions, absence of an all-university concept has resulted in grave discrepancies in standards observed by faculties at different ends of the campus. We are all familiar with instances of funds given by donors to fields of marginal value because total institutional needs were not effectively presented. There are few institutions which, at one time or another, have not permitted a basic disciplinary department to become the captive of a single professional school, with consequent neglect of the needs and interests of the discipline itself and of other parts of the campus. Interfaculty seminars and joint teaching and research programs are still the exception rather than the rule. On the best of our campuses, we have seen classic examples of faculties which were obliged to go to other universities in other cities in order to establish interfaculty curricula.

I would suggest that this tendency to fragmentation is aggravated by an additional divisive influence within the institution. I can see little justification for the kind of conflict between faculty and administration which characterizes too much of our institutional behavior. The separation-of-power theory is a no more accurate description of university organization than it is of contemporary governance, and a rigid acceptance of that theory in university operation is no more practical. We have built walls within our institutions which minimize our opportunities to use effectively our resources in the pursuit of what should be common objectives. All are consequences—and serious consequences—of our ignoring the concept of the university as a group of specialized programs integrally and organically related to one another.

It is ironic that we have permitted our institutional practice to develop at such variance with our theory. After all, we have long postulated the concept of a "community of scholars." Surely a "community" contemplates a continuing and stimulating interrelationship among its parts. It can hardly be said to exist unless there is a constant communication among its elements. Certainly it will be less than its name implies if it is unable to develop a mutuality of standards for general institutional performance. A community of scholars should provide a forum for the communication of substantive information from one field to another, an opportunity for the development of interdisciplinary and interprofessional thought and programs. "Community" is surely something more than the congenial atmosphere of a Victorian "Gentlemen's Club."

It is important to recognize that while other institutions in our

society are concerned with the search for, and transmission of, knowledge, no other group either maintains for itself quite our concept of "community," nor has a similarly broad range of interest with which to enrich that "community." The association of faculties representing this range of knowledge in a true "community of scholarship" *should* constitute the *hallmark* of the university as a modern institution.

It becomes pertinent to ask ourselves for an explanation of the variance between a good theory and an unfortunate practice. Primarily, it seems to me, we drifted into our present position as our modern American university grew. On our original concept of the relatively homogeneous arts college we grafted the German idea of the university with a large variety of other faculties and institutes. Through the years we have added to that Germanic structure by a steady absorption of formerly independent schools and faculties in such fields as medicine, law, nursing, pharmacy, divinity, and others. In the same fashion, this century has seen the eruption of a rash of entirely new faculties. These newcomers to our campuses include public health, business administration, public affairs, hospital administration, and a variety of others. The institution has thus grown without plan, by accretion and subdivision, into what we see today—more a congeries than an organic whole.

A second explanation, in my judgment, stems from poor organization of our faculties. We are frequently over-compartmentalized into rigidly conceived categories of departments, schools, and colleges—a subdividing which discourages joint research and teaching programs and which interferes with the natural flow of new knowledge from field to field. Our structure seldom provides a central position for the basic disciplines in the natural sciences, the social sciences, and the humanities. Those disciplinary knowledges which should be the very focal point of a total university are often captured by the applied fields of the professional schools, are seldom provided with the financial support accorded the applied areas, and in a variety of other ways are denied their role as central and integrating forces in a total university community.

Again, in my judgment, faculty organization suffers from a failure adequately to relate professional fields with common areas of interest and subject-matter orientation. The health professions should be developed in consonance with one another. The various social professions of law and business and public affairs, of education and social work, have far-reaching mutuality of concern which is given almost no recognition in the organizational structure of the typical American university. Substantive change in faculty organization will be required if we are to seek the minimums of institutional unity and to achieve at least a few of the values implicit in the concept of "community of scholarship."

III

Though inadequate organization of our faculties is one important explanation of the conflict between our theory and practice, the inadequacies in what we generally refer to as "administration" are, in my judgment, even greater. An inventory of our failures in this area would exceed both my time and your patience. (In many cases, those failures have already exceeded your patience.) Major among them, however, are the following:

1. In a generation which has isolated the administrative process in society and subjected it to careful appraisal, university administrators have paid virtually no attention either to the process itself or to the research on the process which has gone on in other institutions. We have done little to study it, we are self-conscious in our performance of it, and we have been almost systematic in our neglect of the necessity of training for it. As educators we are reluctant to accept responsibility for it, but, on the other hand, we complain when business administrators are called upon to do it for us.

2. In our increasingly complex institutions, we have failed to develop an administrative structure which can cope with the new flood of problems. As a consequence, one of two things happens: either the central administration attempts to deal with academic problems but—because of their complexity—does so in a dilatory fashion, yet frequently bases the unconscionably delayed decisions on inadequate information and lack of perspective; or, in order to avoid this consequence, the central administration more often than not removes itself from matters of academic concern and becomes preoccupied with the public relations and fund-raising problems about which Harold Taylor recently complained in *The New York Times*. Neither procedure is a happy alternative and both result from failure to keep the administrative structure abreast of an increasing institutional complexity.

3. This increasing complexity of the institution not only necessitates drastic revamping of the administrative structure but it obliges us to give greater attention to the subject of communication than we ever have heretofore. This, I think, is not a really serious preoccupation of most administrations. We have not developed—nor even tried to develop—new skills and devices for communication which will enable us to hold total institutions together and to keep attention focused not merely on our own parochial interests but on over-all problems.

The inadequacies of our administrative organization are in substantial measure the fault of the administrations themselves. On the other hand, others in our institutions must share in the responsibility. Too

many of us are unwilling to accord administration the role of academic leadership which institutional cohesiveness requires. Such an attitude encourages poor administrative performance and, at the same time, is encouraged by it. In my own opinion, it is essential that we reaffirm a major role of academic leadership for our administrations, insist that they organize and prepare themselves to exercise it, and then carefully review their subsequent performance. Until we do these things, we are unlikely to achieve institutional unity.

IV

We have spoken now of fractured institutions in both the academic and corporate worlds. The subjects, I think, are related, and I suspect they point to a rather serious problem in contemporary social organization. Let us examine this question by reaffirming the importance of a pluralist society. The need for a multiplicity of institutions each seeking its own goals in competitive relationship to one another must, of course, continue to be at the very core of our thinking. But if each is to discharge its respective function in this pattern of pluralist relationships, it must achieve at least a minimum internal cohesiveness in order to organize effectively its resources around its defined goals with a minimum of internal conflict and loss. The importance of this cohesiveness grows as the institutions become larger both in size and in responsibility.

What troubles me is that, both in the large corporation and in the great university, we find so many disrupting conflicts which militate against the internal cohesiveness which those institutions require. It is urgent that leadership in both of these areas earnestly seek new ways of bringing those institutions into better internal balance. That search will be greatly aided in the university world if you and I can abandon our unfortunate dichotomy—in the battle of the egghead and the woodenhead—and work together in the interest of a total institution.

Report on the Canadian Association of University Teachers¹

By DAVID C. MURDOCH
University of British Columbia

Origin and Growth of the CAUT

For many years, perhaps since its inception, the AAUP has included Canadians among its members—professors who have felt strongly enough about the principles for which the Association stands to support those principles beyond the borders of their own country as well as at home. There have long been sizable groups of these members at the University of Manitoba, where a chapter of the Association was once organized, and at the University of Western Ontario, but the total Canadian membership has never been large. Yet through that membership, the AAUP has exerted a significant influence in Canada without consciously trying to do so and without taking any direct action there. For example, the University of British Columbia, in the mid-forties, adopted a set of tenure rules based firmly on the AAUP 1940 Statement of Principles. In general, wherever Canadian members of the AAUP were, the ideas of the Association have tended to find expression.

Nevertheless, there was always a considerable question as to how effective the AAUP could be in defending its principles at a Canadian university should that need arise. For this reason, among others, it seemed desirable that a Canadian organization of a national character should be formed, and in 1951 the Canadian Association of University Teachers (CAUT) came into being.

The growth of the CAUT in membership and in influence since its foundation has been very gratifying. It now has about 3600 members and 29 affiliated local organizations (corresponding to the AAUP Chapters). There are some important differences in organization between the CAUT and the AAUP. In the first place, many Canadian

¹This report was scheduled for presentation by Professor Murdoch at the Spring, 1959 meeting of the AAUP Council, of which he was then a member. Since illness in his family called him home before he could present it, the report was included in *Council Letter*, No. IV, of June 2, 1959. Somewhat revised, it is published here because of its continuing significance to Association members.

universities already had strong local faculty associations before the CAUT was organized, and the national organization to some extent is an association of those local groups, the members of which are also members of the CAUT. The existence of the CAUT has undoubtedly encouraged the organization of local faculty associations at other institutions. Another difference is that whereas the AAUP was born of the need for a strong voice in defense of academic freedom, it is fair to say that the CAUT was born of the dire need in 1950 for strong action to improve academic salaries in the face of post-war inflation. The origin of each organization has had a considerable influence on its subsequent career.

Up to now the work of the CAUT, including the publication of its *Bulletin*, has been carried on entirely by its elected officers and committees. This arrangement has necessarily limited the effectiveness of the organization, since these officers, however devoted, have inadequate time to donate. The decision has now been taken to establish a national office in Ottawa with a full-time executive secretary. While office space is yet to be secured, the executive secretary has been appointed, and he will assume his duties on September 1, 1959. He is J. H. S. Reid, Professor of History at United College, Winnipeg. A graduate of the University of British Columbia, he holds a Ph.D. degree from the University of Toronto; he has had wide experience as a teacher, newspaper reporter, and professor, and he has published several books. The CAUT is optimistic that Professor Reid's appointment will greatly increase its effectiveness.

Academic Freedom in Canada

By American standards Canadian universities and colleges have been singularly free of violations of academic freedom of the type that have been the main concern of the AAUP. The reasons for this are not entirely clear. In the main, Canadian institutions are organized, as are their American counterparts, with supreme legal authority vested in a lay board of governors or regents, on which there is little or no faculty representation. Unless the board members are exceptionally well educated and enlightened men and women, this plan certainly sets the stage for the type of violation of academic freedom with which we in the AAUP have become so familiar—violations that are mainly due to ignorance on the part of the board of the basic nature of a university and to the insistence by the board on an employer-employee relationship with the faculty. The fact that few such cases have arisen in Canada may indicate that our governments and other appointing authorities have provided us with a superior type of board member, but it may merely indicate that we have been extraordinarily lucky. Another factor is that we have not gone in for either the loyalty oath or the

anti-disloyalty oath, which has been the cause of so much trouble in the United States.

Although the CAUT has not yet endorsed a formal statement of principles of academic freedom and tenure, it has recognized the need for such action. For several years, I have urged the Executive Council to endorse the 1940 Statement of Principles, but, instead, the Council decided last June to appoint a committee to draft a statement suitable for adoption in Canada. It seems likely, however, that when that committee reports at the Annual Meeting of the CAUT in June, 1959, it will recommend a statement of principles based on the 1940 Statement.² Unfortunately, this action has come a little late, since last summer the CAUT was faced with its first academic freedom case. This case, which occurred at United College, Winnipeg, involved the dismissal of a professor with tenure in circumstances that seemed certainly to indicate a violation of academic freedom. This is not the place to report on the case of Professor Crowe and United College, but those who are interested will find a brief account in the February, 1959 issue of *The Universities' Review* (a publication of the British Association of University Teachers), and a more complete account in the *CAUT Bulletin*, Vol. 7, No. 3, January, 1959.

In dealing with this case, the CAUT was put in the position of relying on the 1940 Statement of Principles which it had not formally endorsed. Although this was not a serious handicap, its position would have been stronger had it acted sooner in adopting a suitable statement of principles. In the meantime, the 1940 Statement has become the basis for much of our thinking on the subject of academic freedom. It has been published in the *CAUT Bulletin* both in English and in French. A number of Canadian institutions have adopted tenure regulations based upon it, and it is fairly sure to be the basis of the statement of principles ultimately adopted by the CAUT.

Economic Status in Canada

As indicated above, the main concern of the CAUT since its organization has been with the economic status of the profession. Its policy has been similar to that of the AAUP in its recent activities in this field, namely, the collection and publication of information, local action

²This committee report, submitted in June, 1959, recommended a Statement of Principles similar in spirit to the 1940 Statement but differing in a few details. In addition, it recommended establishment of a standing committee of CAUT comparable to Committee A, a statement of investigational procedures for this committee, institutional regulations on academic freedom and tenure, and a statement on procedural standards in faculty dismissal proceedings. All of these statements are modifications of the corresponding AAUP documents which were supplied to the committee by AAUP with permission to make full use of them. Action on the committee's report was deferred to give the Executive Council time to study it, and to receive comments from the local Associations.

by its affiliated associations at the individual institutions, and pressure on governments whenever possible to provide the necessary funds. Since Canada has not the wide diversity of institutions that exists in the United States, this task in our country has been somewhat easier, and very good progress has been made.

Minimum salary scales at all member institutions are published annually in the *CAUT Bulletin*. In addition, statistics on median salaries in the various regions of Canada have been made available by the Dominion Bureau of Statistics.

In 1957, the CAUT adopted as a goal a national minimum salary scale as follows: professors, \$14,000; associate professors, \$11,000; assistant professors, \$8000; instructors, \$6000. This goal has, as yet, been achieved nowhere in Canada, the closest approach to it being the scale, for the four ranks, of \$12,000, \$9000, \$7000, and \$5500, which will go into effect at the University of Toronto in July, 1959. A comparable scale will be achieved by several other Canadian universities either in 1959 or in 1960. At the other end of the ratings, the two lowest scales for the four ranks, as published in November, 1959, were \$5000, \$4000, \$3300, and \$2800; and \$6050, \$5100, \$4200, and \$4100.

The best all-round picture of the current salaries is probably given in the table below. These data are also given in the *CAUT Bulletin* of April, 1959, broken down by size of institution and by subject-matter fields, but these refinements have been omitted here.

MEDIAN SALARIES, 1958-59 IN CANADIAN COLLEGES AND UNIVERSITIES
(Source: Dominion Bureau of Statistics *Daily Bulletin*, March 2, 1959)

Region	Assoc.		Asst.		All Ranks	No. Reported
	Prof.	Prof.	Prof.	Instr.		
All Canada	\$10,019	\$7928	\$6458	\$5144	\$7136	4803
Atlantic Provinces	8,211	6383	5553	4270	5923	508
Quebec	8,906	7415	5996	4622	6756	1027
Ontario	11,152	8456	6647	5364	7420	1826
Western Provinces	10,000	8135	6650	5285	7558	1442

These salaries, in general, are paid for a twelve-months appointment, but summer session teaching, if any, involves additional salary. Fringe benefits are not included. I have cited these figures since the Canadian universities, having no AAUP chapters, have not been included in the Committee Z report.

Liaison Between the AAUP and the CAUT

In closing this report, I would like to say how much I have appreciated the privilege of serving on the AAUP Council for the past three

years. I have found it a tremendously stimulating experience from which I have gained much more than I have been able to contribute. I value especially the friendships that I have made among Council members and the Washington Office staff, and I hope that the ending of my term of office will not mean the termination of these contacts.

During my term on the Council, it has been one of my main objects to assist each of these organizations, the AAUP and the CAUT, to acquire a greater knowledge of the other, and to promote mutual contact and cooperation. I hope that the establishment of the CAUT's national office, and the appointment of its executive secretary, will make it easier to maintain this contact, and that cooperation in the solving of many common problems will become the habit of our two associations.

An Ideal Committee

One can't ignore
The need for "views."
A group of four
Is what I'd choose.

And then you should,
To fill the bill,
Have one man good—
And three men ill.

L. R. N. Ashley

The University of Rochester

Report of Committee A, 1958-59

As has been the case each year since 1955, Committee A has been very busy during the one just past. Since the Committee is large and its members reside in all sections of the country, much of its business is necessarily carried on by correspondence. However, the Committee met twice during the year—once in the Association's Washington Office in November, 1958, and once in Pittsburgh in April, 1959, at the time of the Association's Forty-fifth Annual Meeting. By means of memoranda, reports, and letters, the Association's officers and staff members kept the Committee closely informed throughout the year of important developments involving academic freedom and tenure. The Committee is a hard-working one and, in accordance with tradition, all of its members take an active part in its labors.

It is desirable from time to time in these annual reports to describe certain of the Committee's policies and procedures. For example, members of the Association should bear in mind that the reports of special investigating committees, two of which appeared in the *AAUP Bulletin* during the past year, are published only after careful scrutiny by, and with the approval of, Committee A. While these reports are the work of the special committees that conduct the Association's investigations, they are read with care by all members of Committee A and, more often than not, are extensively revised before publication in the light of suggestions offered by Committee members. It is appropriate once more to observe that the Association has enjoyed the services through the years, of many of the academic profession's most distinguished members as members of Committee A and of special investigating committees. All disciplines and all types of educational institutions have been represented on these committees.

The Association's Annual Meetings lean heavily upon the recommendations of Committee A in cases involving the voting or removal of censure. The 1959 Annual Meeting followed the Committee's recommendations in voting to censure two administrations, to withhold censure in two cases, and to remove censure in four instances. (See pp. 393-399.) It is also the responsibility of Committee A to keep under continuous study the Association's general policies and principles affecting academic freedom and tenure, and to recommend to the Association's Council or Annual Meetings essential changes in, or additions to, these standards. No significant recommendations of this type were made during the year just past, but the Committee had four general issues under consideration.

II

The first issue concerns the procedures employed by the Association in an academic freedom and tenure case when it becomes necessary to conduct an investigation on a campus, looking toward the publication in the *AAUP Bulletin* of a special report. The special investigating committees have varied in size and character, although a typical one has consisted of three members and has included one person from the same discipline or type of institution involved in the case. One member of a committee is often drawn from the ranks of Committee A itself, or from the Association's Washington Office staff. Panels of potential investigating committee members are maintained for each of the Association's ten districts, and these panels are used wherever feasible in establishing special committees.

This method of conducting Committee A investigations has its advantages and disadvantages. It permits the utilization of wise and competent members of the academic profession for these investigations, with a resulting division of labor in what are, at best, time-consuming and exacting undertakings. Over a period of more than four decades such committees have conducted scores of investigations, and the files of the *AAUP Bulletin* supply eloquent testimonial to the quality of the resulting reports. On the other hand, this use of special investigating committees has inevitably resulted in reports that vary in character and quality. For several years, Committee A has been increasingly persuaded that the Association must take steps to make its investigatory procedures, reports, and censure actions more uniform and consistent, without losing the very real values inherent in the traditional *ad hoc* approach to individual cases. Since 1955, the Committee and the Association's professional staff have made unceasing efforts to provide clear statements of relevant principles and procedures for use by special committees. However, it is apparent that the problem is a continuing one, and that a proper degree of uniformity in investigatory procedures and reports has not yet been achieved. During the past year, Committee A considered various ways by which such uniformity might be sought, but it did not reach any firm conclusions and it is continuing to give the problem its close attention. In the meantime, the Washington Office staff is experimenting within the established pattern with new ways of aiding and advising special committees in their work.

A second general issue that received the attention of the Committee during the past year concerns the use of sanctions to implement the Association's principles and its findings in specific cases. Chief among these sanctions is the censure of the administration of an institution of higher education which has been found to have departed substantially

from proper standards of academic freedom and tenure in its dealings with faculty members. Since 1955, in contrast with practice during the preceding decade, Annual Meetings of the Association have voted censure of some eighteen university and college administrations. Discussions and proposals in Committee A meetings have largely dealt with two questions: On the theory that censure is a blunt and inflexible instrument, what additional sanctions are available or may be developed to supplement censure? How can censure itself be made more effective?

Consideration of the sanctions issue has been complicated by the difficulties encountered in trying to measure accurately the effectiveness of the Association's efforts over a period of better than four decades to define and win acceptance for proper standards of academic freedom and tenure. However, because it is difficult, if not impossible, to subject censure actions and their effects to quantitative measurement, it by no means follows that censure votes have been without desirable effects. In the early years of the Association's history there was an expectation that members of the academic profession would refuse to accept positions at institutions whose administrations had been censured by the Association. At this late date, no trade secret is being revealed when it is acknowledged that this early expectation has not been fully realized through the passing years, although now and then word does reach the Association that, in a quiet way, members of the academic profession do respect censure actions by the Association and govern their professional conduct accordingly. Now and then an administration placed under the Association's censure has ignored this action and has refused to acknowledge that it has been guilty of improper actions or to make any changes in its policies or practices affecting academic freedom and tenure. Occasionally, such unrepentance persists for many years—in one notorious case for as long as two decades. Fortunately, this reaction to a censure vote is increasingly the exception rather than the rule. In a majority of the cases in which censure has been voted since 1955, the affected administrations have rather quickly indicated a wish to enter into discussions and negotiations with the Association looking toward early removal of censure. It is important not to exaggerate either the extent to which administrative officers fear censure or are prepared to ignore it. Few if any administrative officers are ever willing to make a full confession of error. In some cases since 1955, the presidents in censured situations have been totally unrepentant. In other cases, new presidents who have come into office have proved more willing than their predecessors to enter into negotiations looking toward the removal of censure.

Committee A believes that the sanctions issue should be studied intensively and continuously in the years ahead. But it also believes that the Association's efforts to win ever wider respect for academic

freedom and tenure are increasingly effective. Although the evidence can not easily be reduced to statistical form, and in certain situations must in any event be kept confidential, the record of recent years does provide a basis for quiet optimism.

The use of the word "negotiation" in discussing the steps leading to the removal of censure (which under the Association's Constitution must be voted by an Annual Meeting) raises a third issue that Committee A has had under consideration during the past year. To what extent should the Association be willing to enter into a compromise agreement in deciding to remove a censure? Can the Association, in the light of its commitment to fixed principles, accept anything less than complete confession of error and full remedial action correcting past wrongs before it agrees to lift the ban under which it has placed an administration? In recent years, this issue has manifested itself at meetings of Committee A and on the floor of Annual Meetings in an even more specific question. To what extent should the Association undertake to obtain redress for wronged individuals—the "victims"—in academic freedom and tenure cases before it agrees to remove censure? As far as past practice is concerned, this question is readily answered, although whether satisfactorily or not is another matter. Up to this point in its history the Association has often found it wise to vote to remove a censure even though it has been unable to win a substantial measure of redress for the dismissed professor. In most cases, the Association has had to content itself with winning concessions from censured administrators in the form of improvements in institutional regulations and practices coupled with promises not to sin again. Frequently this inability "to do something" for the dismissed professor has disturbed members of Committee A, and has provoked dissenting opinions from the floor of Annual Meetings when Committee A recommendations that censure be removed have been under discussion. In the end, pragmatic considerations, as opposed to dogmatic insistence upon full adherence to the implications of principle, have usually controlled the Association's actions. Inability to insist upon redress to dismissed teachers has had to be recognized in certain cases because the passage of years (involving in some instances substantial delay by the Association in conducting investigations and voting censure after the dismissals occurred) has made it impossible to insist that a dismissed faculty member be restored to his job or otherwise compensated for the wrong committed against him. On the other hand, informal expressions of opinion have frequently been made at Committee A sessions and Annual Meetings in the last two or three years that in *new* censure cases, particularly those in which the Association acts with commendable dispatch, redress should be viewed as an essential ingredient in any ultimate agreement leading to removal of censure.

Whether this firming of intention respecting future action will prove to be something more than pious hope can only be proved by the course of events. But Committee A is giving, and will continue to give, its very best attention to the issue.

A digression is in order at this point to present the usual statistical summary, prepared by the Washington Office, of Committee A business during the preceding year, and to draw one inference from these statistics respecting the issue of redress. A year ago, on March 30, 1958, thirty-five Committee A cases were viewed as "pending." In the ensuing twelve-month period, twenty-two additional Committee A cases were so designated, making a total of fifty-seven in all. During the year, twenty-three of these cases were settled or "closed," and thirty-four remained pending on March 30, 1959. The significance of these figures can be understood only when they are viewed in the light of the Association's total effort in the field of academic freedom and tenure.

In one sense, to cite the total of fifty-seven cases is to grossly understate the range and number of situations in which the Association plays a significant role in safeguarding academic freedom and tenure. It is a rare day in the Washington Office that the mail does not bring word of new situations or incidents on college and university campuses involving actual or potential violations of academic freedom and tenure. When such word is received, the Washington Office staff immediately attempts through correspondence to develop full and accurate facts about each situation, and then makes vigorous efforts through negotiation with the parties to arrange a satisfactory disposition of the matter. In a substantial number of situations, these efforts are in one degree or another successful, and agreements are reached that do safeguard the interests of the affected faculty members. In general, it is neither feasible nor desirable to publicize this aspect of the Association's work. Very often, when such agreements are reached, no one desires any publicity. The important point to stress here is that many an incipient "Committee A case" is settled through the Association's efforts, and settled in a way that protects the interests of the "victim," potential or real. In addition, it is clear that by its very existence the Association exerts a disciplinary influence upon institutions of higher learning that persuades faculty members and administrators so to conduct themselves that "Committee A cases" do not reach even the incipient stage.

It is only when the Washington Office's efforts at negotiation and conciliation fail to produce a satisfactory settlement that a situation is formally designated as a "Committee A case." Even then a settlement is frequently made before the point is reached where a formal investigation must be made. During the past year, only a very small percentage of the fifty-seven cases designated as Committee A cases became the subject of on-the-scene investigations by special committees, and not

all these investigations culminated in formal reports in the *AAUP Bulletin*. Finally, not all *Bulletin* reports are necessarily followed by censure actions at Annual Meetings. Two investigations were the subject of *Bulletin* reports this past year, and four cases of late notice, not requiring formal investigation, were the subject of a third report. In one of the cases requiring investigation, censure was voted; in the other, the Forty-fifth Annual Meeting voted, at the recommendation of Committee A, to withhold censure in the hope that a satisfactory settlement, involving redress to the wronged faculty member, might still be arranged. In other words, redress for the victim is always a possibility as a case moves through the successive stages just described, right down to the moment when an Annual Meeting votes censure.

When censure is voted, this action in itself is a recognition of the fact that the case has become an intractable one. Very often it has developed beyond the stage where any real hope remains of obtaining redress for the faculty member. But action by the Association in voting censure in these cases is much more than an empty gesture. For one thing, it reminds everyone concerned that proper standards of academic freedom and tenure exist and that all persons concerned with higher education are expected to observe them. For another, administrations placed under censure are thereby warned to bring their institutional regulations and practices into line with these standards, and where this is not done, a continuing censure serves as a constant reminder to the constituency of the affected institution that its administrative officers remain in bad standing with the academic profession. Sooner or later, and the trend is the former, something gives. Censured administrators give their consent to improved regulations and practices, or they are replaced by men who are prepared to take the necessary remedial steps. Because at this late stage in a "hard case" it does not also prove possible to secure redress for a dismissed faculty member, it by no means follows that the Association's efforts have been fruitless. A more widespread acceptance of proper standards has almost certainly been obtained, and at the institutions in question the rights of other faculty members have almost always been made more secure than they were at the time the wrongful actions were taken.

In spite of these difficulties, it may well be that in the future—particularly in those cases where the Association is able to move promptly in conducting an investigation, publishing a report, and voting censure—it will be possible to give greater attention to the plight of the individual and to insist upon some measure of redress for him as a condition upon which a decision to remove censure must rest. Committee A and Annual Meetings may also want to experiment further with the policy followed in a few cases during the last two or three years of withholding

censure for a year in the hope that further negotiations will lead to the making of some measure of redress. Calculated risks are necessarily run where this is done, and it must be admitted that, thus far, these risks have not always achieved their aims. Another possibility is that, as the Association's Academic Freedom Fund grows in size, it will ultimately prove possible to recognize an obligation inhering in the academic profession to help a wrongfully dismissed faculty member through his period of financial difficulty. The Association, as the agency of the academic profession, should also make more vigorous and meaningful efforts to help dismissed teachers obtain other positions in academic life.

When all these things have been said, however, it has to be recognized that the Association has been compelled in the past, and probably will be compelled for some time to come, to follow a judicious policy of balancing principle and pragmatism in its efforts to win both general compliance with proper standards of academic freedom and tenure, and justice for individuals in specific cases. This policy in the past has served both of these purposes, more often than is recognized.

A fourth item that has been under consideration by Committee A during the past year is the so-called candor issue—the nature of a faculty member's rights and duties when he is called upon to answer certain questions, either by a public agency such as a legislative investigating committee, or at an intramural proceeding conducted by his own institution. On two recent occasions substantial efforts have been made to work out a systematic statement of these rights and duties. The first effort was made by the Association's Special Committee in its report, "Academic Freedom and Tenure in the Quest for National Security," which was published in the Spring, 1956, issue of the *AAUP Bulletin* (see pp. 58-60, in particular). This statement on the candor issue and other sections of the report dealing with "Relevant General Principles" were adopted by the Forty-third Annual Meeting, at St. Louis in April, 1956, as an official Association position. A later effort to clarify and extend the stand on candor was made by Committee A in a statement published in the Spring, 1958, issue of the *AAUP Bulletin*, pp. 5-10. This statement was approved by the Association's Council. Space limitations prevent an attempt to summarize here these two formulations of policy or to examine in detail those aspects of the policy that remain in dispute. It should be said, however, that certain members and chapters of the Association have expressed a measure of dissatisfaction concerning the policy on these grounds: (1) It is difficult to determine where the Association's stand is formally set forth, since the relation of the 1958 statement to the 1956 one is not entirely clear, and certain of the Association's investigating committees seem to have

formulated their own standards on the candor issue in reports published since 1956.¹ (2) Neither the 1956 nor 1958 statement is wholly free from ambiguity. (3) The Association's position on the candor issue is not wholly satisfactory from a substantive point of view, particularly in that it may err in overstating the faculty member's duty of candor.

It should be stated frankly that Committee A has not fully shared these doubts about the adequacy of the Association's policy statement on candor, and it has been inclined to feel that, for the present, the 1958 statement provides a satisfactory formulation of policy, both in terms of clarity and substance. However, the committee respects the doubts expressed by others, particularly concerning the need for an unambiguous stand by the Association on the issue, and it is prepared to give the matter its careful consideration during the year ahead. Chapters and members of the Association are invited to send their views on this issue (and, of course, on any other issue) to the Washington Office for submission to the Committee.

Notice should be taken in this report of the *amicus curiae* brief submitted by the Association to the United States Supreme Court in the case of *Barenblatt v. United States*, decided by the Court in June, 1959. The Association has been properly reluctant to see the development and enforcement of standards of academic freedom and tenure tied too closely to the law-making and law-enforcement processes. On the other hand, in so far as the Supreme Court and other courts find it necessary to rule on issues relating to academic freedom and tenure, the Association undoubtedly has a duty to try to acquaint judges and courts with the principles in these areas that the academic profession views as correct. The Barenblatt brief was prepared by a special committee whose chairman was Ralph Brown, Jr., of the Yale Law School.² Professor Brown is also a member of Committee A. It should perhaps be added that the Supreme Court by a 5 to 4 vote decided the case in a manner contrary to the views expressed in the Association's brief. Moreover, the only reference to the brief was made by the Court majority, which singled out one passage in the brief and used it, out of context, to support its position that the academic freedom interest in the Barenblatt case was secondary in importance to the national security interest. To some, it might thus seem that this particular effort to educate the Court concerning the meaning and importance of academic freedom boomeranged. Be that as it may, it is likely that the Association will find it desirable to continue this effort. Academic freedom is one of the least understood aspects of civil liberty. Supreme

¹ See in particular, the University of Michigan and Reed College reports in the Spring, 1958, issue of the *AAUP Bulletin*.

² The other members of this special committee were Ralph F. Fuchs, Leo A. Huard, Walter P. Metzger, and Robert K. Carr.

Court justices, along with more ordinary mortals, clearly have gaps in their knowledge which the Association may be able to help fill. (For a fuller report of this decision, see this issue, pp. 333-338.)

III

Committee A, with the approval of the Council, submitted to the Forty-fifth Annual Meeting statements carrying recommendations in regard to the administrations of eight institutions; these recommendations were approved by the Meeting. The Committee also prepared statements relating to nine institutions where censure was continued but where no formal recommendation was made to the Annual Meeting. The statements, recommendations, and actions were as follows:

Censure Imposed

Fisk University

The Administration of Fisk University, in 1954-55, was guilty of serious violations of academic freedom and due process in reaching its decision not to renew the appointment of Professor Lee Lorch. The initial, implicit basis for the Board's consideration of the case, that he had acted improperly when he invoked the First Amendment before a Congressional Committee, was dropped. The substituted, explicit basis for the Board's action, that his conduct subsequent to the hearing was detrimental to the educational program at Fisk University, was not framed as a specific charge against him. No hearing, in accordance with accepted standards, was held. Since this action in 1954-55, Fisk University has a new president, but a majority of the members of the governing board who then voted not to renew Professor Lorch's contract are still in office. Since 1955 the regulations on tenure at Fisk, although improved, still fall short of accepted standards and procedures. Some of these deficiencies are noted in the report of the Association's investigating committee (*AAUP Bulletin*, Spring, 1959, pp. 44-45). They include failure to set an acceptable term for probationary appointments, regardless of rank. In the judgment of Committee A, the governing board of Fisk University has failed to correct these clear and present defects. Committee A therefore, recommends that the Forty-fifth Annual Meeting of the Association censure the governing board of Fisk University.

New York University

The action of the Administration of New York University in dismissing Professor Lyman Bradley in 1951 and Professor Edwin B. Burgum in 1953 was the subject of a report by an investigating committee of the American Association of University Professors published in the Spring, 1958, issue of the *AAUP Bulletin*. The Forty-fourth Annual Meeting of the Association, in 1958, condemned the violations of academic freedom and academic due process involved in those dismissals

but did not censure the University Administration because of extensive changes in the administrative personnel at New York University and improvements in the regulations governing dismissal proceedings. However, the 1958 Annual Meeting approved a report by Committee A on Academic Freedom and Tenure which noted three continuing matters of concern and expressed the hope that the University would take appropriate remedial action. That hope has not been realized.

Committee A has received no word of action by New York University favorably modifying or clarifying its declaration that the institution's tenure policy does not have the force of contract. Nor does the Committee know of any change in the regulations which in effect permit placing the burden of proof on an accused teacher; the regulations allow an administrative officer, without any showing of extraordinary circumstances, to suspend a teacher who must then "petition" a Board of Review for a hearing. Finally, no redress appropriate to academic standards has been offered to Professors Bradley and Burgum.

The absence of favorable developments with respect to the consensus expressed by Committee A in last year's report arising out of the original grave improprieties committed by the New York University Administration in the handling of the Bradley and Burgum cases, leads Committee A to recommend that the Forty-fifth Annual Meeting of the Association censure the Administration of New York University.

Censure Removed

The Ohio State University

The American Association of University Professors has been informed that the following developments relevant to the existing censure of the Administration of The Ohio State University have taken place since the Forty-fourth Annual Meeting: (1) the Board of Trustees has eliminated the disclaimer oath requirement which existed under a regulation of the Board; (2) the Board's rule with respect to guest speakers has been limited to a requirement of consultation with administrative officers when persons proposing to invite such speakers are in doubt as to the propriety of doing so; (3) invocation of the Fifth Amendment by a faculty member has been stated in new regulations to be merely a ground for possible inquiry into his fitness to retain his position; and (4) the University regulations governing the dismissal of faculty members have been significantly revised with respect to both substance and procedure. These changes have taken place as a result of continuous collaboration among the University Administration, including President Novice G. Fawcett, who assumed office in the fall of 1957; the faculty, acting through the elected Advisory Committee to the President, the elected Conference Committee of the Teaching Staff, and the Faculty Council; and the Board of Trustees.

The dismissal regulations now in effect, as bindingly interpreted in University documents, accord with controlling principles of academic freedom and tenure supported by this Association, except for a rule of the Board of Trustees, adopted to implement a statute of the State of Ohio. The rule makes it a cause for removal of a faculty member that he have membership in an organization which is generally known to advocate the overthrow of the government by unlawful means. The statute

makes it a cause of dismissal of a public employee that he "wilfully retains membership in an organization that advocates overthrow of the government" by unlawful means. President Fawcett has stated to the Association that the special faculty committee, chosen to conduct a hearing and render a report in any future tenure case, would be free "to consider any question of constitutionality" of the Board's regulation. Under applicable decisions of the Supreme Court of the United States it would be unconstitutional, as appears to be recognized in the statute, to remove a public employee for organizational membership unless he had knowledge that the organization had illegal purposes. A faculty committee and the University authorities may be expected to construe the Board's regulation accordingly.

Because conditions relating to academic freedom and tenure at The Ohio State University are now satisfactory, and believing that they will remain so, Committee A recommends that the Forty-fifth Annual Meeting of the American Association of University Professors remove that institution from the Association's list of censured administrations.

University of Nevada

Committee A records its satisfaction that the faculty, administrative officers, and Board of Regents of the University of Nevada have made further improvements in the tenure regulations of the institution, and have adopted an organizational plan for the faculty which will give adequate opportunity for faculty participation in the development of educational policies. The Committee is also pleased to report that the Board of Regents recently adopted a new policy for the professional staff of the University, relating to such matters as appointments, promotions, and salary advancements.

Committee A believes that satisfactory conditions of academic freedom and tenure and good faculty-administration relationships now prevail in the University. This belief has been confirmed by several members of this Association in the University. The Committee therefore recommends to the Forty-fifth Annual Meeting of the American Association of University Professors that the University of Nevada be removed from the Association's list of censured administrations.

West Chester State Teachers College

The Board of Trustees of West Chester State Teachers College, with the concurrence of the President of the College, has adopted the Association's "Recommended Institutional Regulations on Academic Freedom and Tenure" and the "Statement on Procedural Standards in Faculty Dismissal Proceedings" formulated and recommended by the Association of American Colleges and the American Association of University Professors. Additional steps have been taken to increase the authority and status of the faculty through the establishment of an elected Faculty Committee on Representation. In view of these developments, and of substantial improvements in the general conditions of academic freedom and tenure at the College, as verified by a visit to the campus by a member of the Association's staff, Committee A recommends to the Forty-fifth Annual Meeting of the American Association of Uni-

versity Professors that West Chester State Teachers College be removed from the Association's list of censured administrations.

Censure Continued

Censures voted against the administrations of nine institutions at the 1958 or earlier Annual Meetings are still in effect. In accordance with the policy established a year ago, Committee A will undertake in this and subsequent annual reports to make a statement concerning the status of each of these censures.

Alabama Polytechnic Institute

The American Association of University Professors has had no communication with the Administration of the Alabama Polytechnic Institute since the last Annual Meeting. Word has reached the Association that a faculty committee has been at work during the past year on a revision of the institution's regulations governing academic freedom and tenure. The General Secretary has commented on proposed changes, but he has not been informed that any changes in the existing regulations have yet been adopted at the Institute. It is the judgment of Committee A that Alabama Polytechnic Institute should be continued on the Association's list of censured administrations.

Catawba College

The American Association of University Professors has had no communication with the Administration of Catawba College during the past year. The Association knows of no steps being taken to correct the conditions which led to censure. Committee A believes that Catawba College should remain on the Association's list of censured administrations.

Dickinson College

The General Secretary has exchanged letters with the President of Dickinson College, who requested an opportunity to make a statement to Committee A questioning the appropriateness of the Association's censure, as voted by the Forty-fourth Annual Meeting. A detailed written statement, explaining at length the position of the Dickinson College Administration, has just been received by Committee A and will be given careful study.

No changes in the College's regulations and practices, which might correct the deficiencies cited in the report of the investigating committee or in the censure resolution adopted by the Forty-fourth Annual Meeting, have been brought to the attention of Committee A. It is therefore the judgment of Committee A that Dickinson College should be continued on the Association's list of censured administrations.

The Jefferson Medical College of Philadelphia

The American Association of University Professors has had no communication with the Administration of The Jefferson Medical College of Philadelphia during the past year. The Association knows of no steps being taken to correct the conditions which led to censure. In

the judgment of Committee A, The Jefferson Medical College of Philadelphia should remain on the Association's list of censured administrations.

Livingstone College

The American Association of University Professors has had no communication with the Administration of Livingstone College during the past year. The Association knows of no steps being taken to correct the condition which led to censure. In the judgment of Committee A, Livingstone College should remain on the Association's list of censured administrations.

North Dakota Agricultural College

The American Association of University Professors has had no communication with the Administration of North Dakota Agricultural College during the past year. The Association has received word that a new College constitution has been in the hands of the Board of Administration for at least eight months without reported action. Committee A believes that North Dakota Agricultural College should remain on the Association's list of censured administrations.

Southwestern Louisiana Institute

Committee A notes that within the past year the Louisiana State Board of Education has made a financial settlement with the dismissed teacher, Professor Marcus Collins. However, the Committee cannot feel confident that tenure is secure at Southwestern Louisiana Institute, and consequently cannot recommend the removal of censure, until it receives evidence either (1) that the State Board has brought its tenure regulations (applicable to the state colleges) into agreement with the principles set forth in the 1940 Statement or (2) that the Institute, in the exercise of its own autonomous powers, has adopted acceptable regulations of its own, approved by the President of the Institute and presented by him to the faculty as a statement of administrative policy.

Temple University

The condition for the removal of censure in the resolution adopted by the Forty-fourth Annual Meeting of the American Association of University Professors calling for a revision of the so-called "second paragraph" in the revised regulations of Temple University has not been met. Committee A's discretionary authority has expired, and Temple University remains on the Association's list of censured administrations.

Texas Technological College

There has been no significant communication between the American Association of University Professors and Texas Technological College during the past year, nor has any word been received of significant developments of an official nature at the College relevant to the existing censure. Committee A accordingly believes that Texas Technological College should remain on the Association's list of censured administrations.

Other Actions

Princeton Theological Seminary; recommendation that censure be withheld for a year

The action of the Princeton Theological Seminary in terminating the appointment of Professor Daniel Theron in 1958 was clearly unjustified. In the absence of any written rules regarding tenure, and by the continuation of his services—first as instructor, then as assistant professor—for a period of more than eight years before he received notice that he could not expect to remain at the Seminary, Professor Theron had in fact acquired tenure status, according to the generally accepted principles of academic tenure. No formal charge appropriate to the termination of a tenure appointment was brought against him. The Administration of the Princeton Theological Seminary is therefore censurable. However, under an incoming president there is an expectation of substantial changes in faculty-administration relations. Committee A consequently recommends to the Forty-fifth Annual Meeting of the American Association of University Professors that censure be withheld for a year to allow opportunity for (1) the adoption of an acceptable tenure system, (2) evidence of acceptable faculty participation in the formulation and operation of such a system, and (3) an offer of reinstatement to Professor Theron, on the ground that he was entitled, under all the circumstances of his service at the Seminary, to be regarded as having tenure.

University of Michigan; recommendation of removal of censure, upon conditions³

Developments respecting academic freedom and tenure at The University of Michigan during the past year have been reported to the American Association of University Professors in a recent letter from President Harlan Hatcher of the University. President Hatcher reports that: "Faculty committees, with the encouragement of the President and the Regents, have undertaken a complete re-examination of the University Bylaws and procedures applying to cases of faculty dismissal or demotion." As a result, the Regents adopted, on January 16, 1959, a bylaw amendment providing for severance pay. Moreover, "to remedy deficiencies in procedure which the Nickerson and Davis cases brought to light," a proposed revision of dismissal and demotion procedures, drafted by a faculty committee, is to be presented to the University Senate at its April 27 meeting. This revision "has the wholehearted support of the University administrative officers and will doubtless be approved by the Regents after the Faculty Senate has taken final action."

President Hatcher further states that "the administration and the Regents of The University of Michigan support, in principle, the 1940 Statement of Principles. . . and believe that the University's present and proposed principles and procedures governing appointment, promotion,

³The Regents of The University of Michigan, at their regular meeting of June 12, 1959, approved revisions of the bylaws governing procedures for dismissal, demotion, or terminal appointment. The new regulations will be studied by Committee A with a view to removal of censure as authorized by the Forty-fifth Annual Meeting.

tenure, and faculty administrative relationships are in general accord with the Association's principles." He concludes his letter by saying that removal of censure "would be a gratifying recognition of The University of Michigan's sincere dedication to the principles of academic freedom which it holds in common with the [American] Association of University Professors."

Committee A finds that the newly adopted bylaw provides satisfactorily for severance pay in cases of future dismissals. The Committee has carefully studied the proposed revision of dismissal procedures and is convinced that a sincere effort is being made to establish satisfactory procedures. Committee A believes, however, that some changes should probably be made in the proposed revision, and plans to suggest that these changes be made. The Committee has reason to believe that its suggestions will be carefully considered before the proposed revision is adopted.

Despite the regrettable failure of The University of Michigan to afford redress to Professor Nickerson and Dr. Davis, Committee A believes that the other developments at the University make the removal of censure appropriate as soon as the revision of dismissal procedures has been completed. Accordingly, Committee A recommends that the Forty-fifth Annual Meeting vote to remove the censure, the removal to take effect if and when Committee A determines that the proposed regulations have been perfected and adopted.

University of Southern California; recommendation, after further consideration, that censure not be imposed

The action of the Administration of the University of Southern California in the suspension and nonreappointment of Andries Deinum in the summer of 1955 was the subject of a report of an investigatory committee, published in the March, 1958, issue of the *AAUP Bulletin*, and was described by Committee A, in its report for the year 1957-58, as a denial of the teacher's constitutional privilege against self-incrimination, and as a violation of academic due process. Committee A recommended to the Forty-fourth Annual Meeting that censure should not be imposed at that time, but that the Association should await further developments and review the case prior to the Forty-fifth Annual Meeting. Since the events of the Deinum case, there has been a change of Administration at the University of Southern California, and new regulations have been adopted by the Executive Committee of the University Senate and approved by the President of the University. Committee A finds that the statement of principles and procedures relating to academic freedom and tenure at the University of Southern California is in general satisfactory, although it expresses its expectation that minor improvements will still be made. Committee A therefore recommends that censure should not be imposed.

ROBERT K. CARR (Political Science), Dartmouth College, *Chairman*

Record of Council Meeting

Pittsburgh, Pennsylvania, April 23 and April 26, 1959

The Council met at the Penn-Sheraton Hotel, Pittsburgh, Pennsylvania, on two days, April 23 and 26, 1959, with President Bentley Glass presiding. President Glass opened the first session by introducing the members of the Council who were attending their first meeting. All members of the Council were present at one or more sessions except Professors William E. Britton, Julius Cohen, Robert M. Kamins, Fred B. Millett, and Preston Valien. Also present were: Professors Ralph F. Fuchs, Counsel, Richard N. Owens, Treasurer, and Peggy Heim, who is to assume her duties as a Staff Associate in the Washington Office on September 1, 1959; Mrs. Richard H. Shryock, Parliamentarian for the Forty-fifth Annual Meeting; and Messrs. Bertram H. Davis, Louis Joughin, and Warren C. Middleton of the Washington Office staff. Professor Ferrel Heady and Dr. George Pope Shannon appeared before the Council to present committee reports.

Regulations for the Forty-Fifth Annual Meeting

It was voted that the regulations prescribed by the Council for the Forty-third and Forty-fourth Annual Meetings (see *AAUP Bulletin*, Autumn, 1957, pp. 537-38) should carry over for the Forty-fifth Annual Meeting.

Report by the General Secretary

Mr. Fidler read a report which dealt primarily with activities in the Washington Office, the work of Committee Z on the Economic Status of the Profession, and the acquisition of IBM equipment for the Washington Office. He stated that the IBM equipment will be used initially for the following purposes: recording dues payments and data on individual members, billing the members, making out chapter lists, supplying labels of addresses to chapter, state, and regional officers who request them, addressing labels for the *Bulletin*, and compiling various types of statistical data.

Disclaimer Affidavit Requirement, National Defense Education Act

Mr. Joughin reported that 117 chapters had endorsed the Association's disapproval of the disclaimer affidavit requirement of the National Defense Education Act of 1958 (see *AAUP Bulletin*, Winter, 1958, pp. 769-72; also see, in this issue, pp. 339-341); that 44 chapters had supplemented their endorsement by communicating their views to members of Congress; and that four chapters had registered opposition to the Association's action.

To ascertain the sentiment of the Council, Mr. Joughin raised the question as to whether the Association should take the risk of having its income tax exemption challenged by making a more vigorous protest against the disclaimer affidavit requirement. Several members of the Council expressed the view that the Association should take this risk. In the discussion, the following suggestions were made: (1) The Association should concern itself with legislative matters in the area of higher education during their developmental stage, rather than after they have been enacted into law. (2) The Association should establish a standing committee to concern itself with legislation pending before the Congress in the area of higher education.

Committee A on Academic Freedom and Tenure

Professor Carr, Chairman of the Committee, stated that while the Committee had given thought during the year to procedural matters that have, in the past, been of concern to the Committee, he was not prepared to report any procedural changes. (See, in this issue, "Report of Committee A, 1958-59," pp. 385-399.) With regard to the Council's action, taken at its November, 1958 meeting, that Committee A "include in the spring of the year, with the reports on institutions that have been investigated, reports on progress that has been made toward the removal of censure from institutions on the 'Censured Administrations' list of the Association," Mr. Carr stated that the Committee found it impossible to assemble such reports in time for publication in the Spring, 1959, *AAUP Bulletin*.

Mr. Carr presented a statistical statement concerning the disposition of Committee A cases during the period March 31, 1958-March 31, 1959. (See p. 389.)

Mr. Carr requested the Council to approve the recommendations of Committee A, to be presented to the Forty-fifth Annual Meeting; the statements carrying these recommendations appear on pp. 393-399. The recommendations are as follows: That the Administration of Fisk University be censured. 2. That censure be withheld from the Administration of Princeton Theological Seminary for a year "to allow opportunity for (1) the adoption of an acceptable tenure system, (2) evidence of acceptable faculty participation in the formulation and operation of such a system, and (3) an offer of reinstatement to Professor Theron, on the ground that he was entitled, under all the circumstances of his service at the Seminary, to be regarded as having tenure." 3. That the Administration of New York University be censured. 4. That censure not be imposed upon the Administration of the University of Southern California. 5. That censure of the Administrations of The Ohio State University, West Chester State Teachers College, and the University of Nevada be removed. 6. That censure of the Administration of the University of Michigan be removed, "the removal to take effect if and when Committee A determines that the proposed regulations have been perfected and adopted." 7. That the following institutions remain on the Association's "Censured Administrations" list: Catawba College, The Jefferson Medical College of Philadelphia, Livingstone College, Dickinson College, Alabama Polytechnic Institute, North Dakota Agricultural College, Southwestern Louisiana Institute, Temple University, and Texas Technological College.

After full discussion of the recommendations, the Council endorsed them without change, except in the case of Fisk University, in which it was voted to substitute the phrase "governing board" for "Administration."

There was discussion of a communication sent to the Committee by the Reed College Chapter, in which it was suggested that the Association's stand on the issue of "candor" (the duty of a faculty member to disclose facts concerning himself) be restudied, and perhaps restated, in view of the fact that the Association's position, as set forth in the Special Committee Report (Spring, 1956, *AAUP Bulletin*) and in the Committee A statement (Spring, 1958, *AAUP Bulletin*), is subject to different interpretations. (For further discussion of this matter, see, in this issue, pp. 391-392.) President Glass stated that he was prepared to present the suggestion of the Reed College Chapter to the Annual Meeting.

Himstead Portrait Committee

Dr. Shannon, representing the Committee, displayed the portrait of Ralph E. Himstead. He reported that \$967—much more than enough to pay for the portrait—had been collected, and that a determination would have to be made as to what to do with the surplus. (See, in this issue, pp. 424-425.)

Committee Z on the Economic Status of the Profession

Professor Machlup, Chairman of the Committee, read the Committee's report, "Academic Salaries, 1958-59." (See *AAUP Bulletin*, Summer, 1959, pp. 157-194. Also see, in this issue, p. 413.) The report was adopted unanimously. Mr. Fidler pointed out the uses that the Washington Office would make of the Committee's report. After suggestions had been offered by Council members regarding possible innovations in future salary studies, it was voted that Committee Z be authorized to proceed in its own way, but that reports be presented for Council deliberation before they are published.

Committee T on Faculty-Administration Relationships

Professor Heady, Chairman of the Committee, presented for the Council's consideration the Committee's "Statement of Principles," copies of which had been sent to the members of the Council several weeks in advance of the meeting. In his prefatory remarks, he pointed out that it had not been made clear to the Committee whether it should follow the precedent of Committee A in conducting investigations of specific situations in order to ascertain whether a given situation is such that the Association might want to attempt to remedy it, and perhaps even to undertake some action of disapproval along the line of censure practice in Committee A cases. Professor Heady stated that Committee T feels that it should not conduct investigations, with a view to censuring offending administrations, until a body of principles has been developed by the Committee and adopted by the Association; he said, however, that the Committee is prepared to undertake investigations into unsatisfactory faculty-administration relationships on particular campuses, doing what it can in an advisory capacity.

The Committee's "Statement of Principles" provoked considerable discussion. Attention was drawn to conflicts between certain items in the Statement, and several changes in phraseology were suggested. The discussion revealed that members of the Council were not in agreement concerning the kind of statements that the Committee should present to the Council for its endorsement. Some thought the statement should be limited to a description of the "ideal"—possibly a manual setting forth the ideal practices in faculty-administration relationships; others thought that the statement should be limited to suggestions for institutions that do not measure up to the "ideal"; and still others thought that the statement should be a combination of the above points of view.

President Glass asked for a vote on the following proposal: That Committee T be requested to prepare a statement on faculty-administration relationships that would be analogous to the 1940 Statement of Principles on Academic Freedom and Tenure, to formulate patterns of organization suitable for various types of institutions, and to compile examples of acceptable practice. The Council voted in favor of this proposal.

New Association Activities Proposed

Mr. Fidler asked for advice as to additional activities that should be undertaken by the Association in the event that a sizable amount of new money should become available. The Council expressed its views on the following suggestions: (1) There should be an expanded program of visitation of chapters, especially the smaller ones, by members of the Washington Office staff and of the Council, and an increased effort on their part to establish new chapters. (2) A person should be added to the Washington Office staff whose primary responsibility would be to keep the Office informed concerning legislative developments in the area of higher education—especially developments in federal aid to education. (3) More attention should be given to securing greater public support for matters that are of concern to the Association; this might be accomplished through a program of national conferences, through publications supplementing the *AAUP Bulletin*, or through other means. (4) A plan should be devised to subsidize delegates to Annual Meetings. (5) Some of the Association's committees should have their budgets increased. (6) A person should be added to the Washington Office staff who is trained in law.

Following considerable discussion of the last suggestion, it was voted that the Council recommend to the Executive Committee and the General Secretary the appointment of a person with legal background to the Washington Office staff.

The Bulletin

Mr. Fidler pointed out that the retirement of George Pope Shannon as Editor of the *AAUP Bulletin* had placed an additional burden on the Washington Office staff; he stated that while the members of the staff could continue to do the editorial work, consideration might be given to the advisability of bringing an editor into the Office. It was voted that the Council recommend to the Executive Committee and the General Secretary the desirability of solving the editorial problem as soon as possible by increasing the staff in the Washington Office.

Recruitment and Resignations of Faculty Members

Professor Fuchs discussed, and requested suggestions for improvement of, the proposed Joint Statement of the Association of American Colleges and the American Association of University Professors on "Recruitment and Resignations of Faculty Members." After it had been voted to recommend certain changes in the wording of the Joint Statement, the Council voted to accept the Statement in principle, and to defer final action on it until the next meeting of the Council.

Membership and Dues-Income Problems

Mr. Davis, in reporting for Committee F on Membership and Dues, stated: (1) that the total increase in membership this year will probably not reach the total increase in 1958, which was 3391, as a consequence of the change whereby members may be dropped from the membership list both in April and December; (2) that 2055 members were dropped from membership at the end of 1958, while 4904 were dropped from the mailing list, but not from membership, for failure to pay 1958 dues; and (3) that the Association had received \$24,000 more in dues income in the first quarter of 1959 than in the same period of 1958.

Fiscal Matters

The Council approved the auditor's report on the basis of an examination and report by the Executive Committee.

Professor Owens reported, as Treasurer of the Association, that the unrestricted reserve of the Association as of January 1, 1959, totalled \$100,456.74, and that the reserve increased to \$252,163.78 by March 31, 1959, as a result of the excess of receipts over disbursements during the first three months of the year. The surplus in the early part of the year may be needed to meet disbursements later in the year.

Professor Owens reported, as a member of Committee I on Investments, that as of March 31, 1959, the Association's General Funds Investments, at cost, totalled \$231,045.86 (common stocks, \$31,743.36; U. S. Treasury bonds, \$29,613.75; Treasury bills and notes, maturing in 1959, \$169,688.75).

The Canadian Association of University Teachers

Mr. Fidler announced that Professor Murdoch's report on the Canadian Association of University Teachers could not be heard, since Professor Murdoch had been called home on account of serious illness in his family, and that the report would be sent to the Council members later. (The report accompanied *Council Letter*, No. IV, of June 2, 1959; it appears, in a slightly revised form, in this issue, pp. 380-384.)

Plans of Committee B on Professional Ethics

Mr. Middleton reported for the Committee, as follows: (1) While the Committee is convinced that the responsibilities of members of college and university faculties to graduate students constitute one of the serious general issues of professional ethics meriting its attention, it is not the policy of the Committee to adjudicate specific allegations brought before it. The Committee proposes, however, to carry on an inquiry into the

responsibilities of faculty members in reference to the guidance, screening, and supervision of graduate students, and to formulate a statement concerning the general problems in this area. (2) In order to provide a "common law" of professional ethics for the advice of the profession, the Committee plans to publish in the *AAUP Bulletin*, from time to time, brief accounts of cases brought to its attention; in these cases, the "facts" and an "opinion" will be stated without giving the names of institutions and persons involved. (3) The Committee agrees that it should formulate a statement concerning faculty members' disclosure of student opinions and associations to investigators from government and private agencies, taking into account the statements that have been made by various agencies as well as various college and university faculties.

The Council, by unanimous vote, expressed its appreciation for the outstanding services rendered to Committee B by Professor Charles Frankel, until recently the Committee's chairman, who has found it necessary, on account of new and important responsibilities, to resign from the Committee.

(The Council found it appropriate, at this point, to vote a similar resolution concerning the services of Professor Sidney Gulick, until recently chairman of Committee D on Accrediting of Colleges and Universities, who has resigned from the Committee because of his appointment to an administrative post in his institution.)

Federal and State Relations to Higher Education

It was voted that a standing committee on Federal and State Relations to Higher Education be appointed. It was the consensus that, in concerning itself with legislation relating to higher education, the committee should first concentrate on federal legislation, turning its attention later to legislation in the various states.

The Sending of Questionnaires to Council Nominees

Mr. Fidler stated that, in connection with the last two Association elections, the Indiana Conference had sent questionnaires to all Council nominees and requested their answers, and he raised the question as to what position the Council should take in reference to this practice. It was the consensus that Mr. Fidler should send Council members a memorandum concerning the matter, and that the question be placed on the agenda of the November meeting of the Council.

The 1960 and 1961 Annual Meetings

Mr. Fidler announced that the Forty-sixth Annual Meeting will be held in the Statler Hotel, Detroit, on April 8 and 9, 1960. He suggested that thought be given to the advisability of holding the 1961 Annual Meeting in the fall rather than in the spring. He pointed out that while such a change might necessitate having only one meeting in eighteen months or having two meetings in one year, a fall meeting would give the chapters a "boost" at the beginning of the academic year, and would likewise be advantageous to the Washington Office and to Committee A.

The Forty-fifth Annual Meeting

Completed Report

A preliminary report on the Forty-fifth Annual Meeting, held in the Penn-Sheraton Hotel, Pittsburgh, on April 24 and 25, 1959, was published in the Summer issue of the *Bulletin* (Vol. 45, pp. 272-278). As is customary, the Council met on the days before and after the Annual Meeting; and Committee A met on April 22. The Annual Meeting was attended by 182 delegates representing 142 Chapters, and by 66 additional members who registered.

The address of welcome was delivered by Chancellor Edward H. Litchfield of the University of Pittsburgh, and is published elsewhere in this issue (pp. 374-379).

President Glass presided at the Council meetings and at all regular sessions of the Annual Meeting. Mrs. Richard H. Shryock served as parliamentarian. At the opening of the business portion of the program, the Meeting adopted the agenda as printed in the formal program, and it voted to submit the minutes of the Annual Meeting to the Executive Committee for its approval. President Glass appointed a Credentials Committee consisting of Professors Harvey Carter, Colorado College, William Halstead, University of Miami, and Preston Valien, Fisk University; and Bertram H. Davis of the Washington Office.

The announcements by President Glass included comments on the growth of chapters, the sound financial position of the Association, and the increasing respect which is shown for our censure actions. He remarked that the Association was first in expressing distaste for the non-disloyalty oath provision in the National Defense Education Act. He summarized our excellent relations with other educational organizations, and stated that we need to increase our Washington staff so that the Association can focus attention on such increasingly urgent matters as federal aid to education, recruitment of teachers, unwise legislation which tends to place restraints upon academic freedom, and related problems. Emphasizing that the Association must enlarge its membership, he advised appropriate means to impress faculty members with the fact that, in addition to their allegiance to their specialized fields of learning, they have an allegiance to higher education in general. "When we do this," President Glass said, "we will be able to enlist not 45,000 but 145,000 members in our Association. . . . If we can develop a program that will aid higher education in this country and throughout the world, we shall have enough to keep every chapter busy whether they have local problems or not."

In his report, the General Secretary announced that the Washington Office would shortly begin converting its membership records to IBM cards, and expressed his opinion that the conversion to machines would permit the Washington Office to provide more varied and efficient serv-

ice for members and chapters. He discussed the increasing demands which are being made upon the Association and some of the many services it is now rendering, and indicated that the work of the Association will continue to grow at such a rate that it will be necessary to add to the Washington Office staff in the near future. He announced that Miss Peggy Heim (Economics) will join the Association's staff in September, primarily to assist in the work of Committee Z. Miss Heim will be on leave of absence from San Francisco State College.

The General Secretary reported that the Carnegie Corporation of America has given the Association a grant of \$37,500 for a history of the Association, and that Professor Walter P. Metzger (Columbia University) has accepted the invitation to be the Association's historian.

Actions taken upon the recommendation of Committee A were reported briefly in the Summer issue, and a full report of the Committee may be found on pp. 385-399 of the present issue. The report of Committee Z, delivered by Chairman Fritz Machlup, The Johns Hopkins University, was published in the Summer issue, as were the resolutions adopted by the Meeting. The Resolutions Committee consisted of the following: Glenn R. Morrow, University of Pennsylvania, Chairman; Merle M. Bevington, Duke University; Ferrel Heady, University of Michigan; and Paul Oberst, University of Kentucky.

Address by the Secretary of Health, Education and Welfare

The address of the Honorable Arthur S. Flemming made a deep impression upon the assembled delegates, who gave the Secretary a standing ovation at its conclusion.¹ In his introductory remarks, Secretary Flemming paid tribute to the American Association of University Professors: "I know of no other group that has made as vital a contribution to worthwhile standards in the field of higher education. . . . As a former college president I know of no group that was of greater help to me in making constructive recommendations than the Ohio Wesleyan Chapter of the AAUP."

Position and Responsibility of Faculty

The role of the faculty in the formulation of institutional policies was outlined by the Secretary in these words: "I believe that our institutions of higher education should be organized so as to make the faculty the most influential group in the governing of our colleges and universities. I believe that this is also essential if our institutions of higher education are to be communities of scholars engaged in the search of truth. I feel that if this objective is to be achieved, then there are certain responsibilities that must be discharged by the faculty. It seems to me that the faculty must be placed in a position where it has the primary responsibility for the development of the objectives of the educational community. Not only do I believe that this should be the faculty's primary responsibility, but I also think that the faculty must be in a position where it can insist on adherence to these objectives."

¹ The Editors were hopeful that Secretary Flemming would be able to dictate his address from notes so that it could appear in the *Bulletin*. The excerpts from his remarks are taken from a stenographic transcription of portions of his address.

Faculty and Personnel

Concerning appropriate means of fulfilling these desirable objectives, Secretary Flemming said, "We must see that the faculty plays a direct role in determining who is to become a member of the educational community. There is no question in my mind but that the faculty, through its duly elected representatives, should play a direct role in the selection of a president and other key administrative officials. The faculty should also play a direct role in establishing personnel policies of the university, particularly those relating to the all-important question of tenure. . . . By and large, we have not developed a well-rounded personnel policy at institutions of higher education, and because we have not, we are confronted with all kinds of issues which would not have appeared if we had taken the time to establish a sound personnel program at our institutions. This will be achieved when faculties are provided with opportunities to study and develop adequate personnel policies."

Faculty and Finances

Commenting on the faculty's role in other areas of policy making, the Secretary said, "It is my belief that the faculty must have a direct role in the establishment of the budgetary policies of a university. In this connection, I appreciate the leadership that the AAUP is providing as far as salaries are concerned. An adequate salary structure is the weakest point in our educational system today—not only in institutions of higher education, but in secondary and elementary schools. Steps should be taken as soon as possible to double the salaries of persons in the teaching profession. The success of this movement will depend to a large extent on the kind of leadership which is provided our institutions of higher education. Members of the faculty should have a role in the fund-raising policies of the university, which policies can and do have an impact on the objectives of the educational community."

Federal Aid to Education

The remainder of the Secretary's address was devoted to an analysis of the role of the federal government in the field of higher education. He said, "It is strange but nevertheless true that only in the field of higher education does the suggestion of federal aid lead to vehement discussions relative to regimentation, control, and other similar labels." He explained that in the Department of Health, Education and Welfare, "we have all kinds of programs that involve federal assistance to the states and to the communities in an effort to make it possible for the states and the communities to do a more effective job in various areas. However, the minute you talk about federal participation in the field of education at any level, then these labels 'control' and 'regimentation' are heard. I suppose that this is really all to the good because it reflects a sensitivity relative to imposing any kind of control on the educational community as it searches for the truth. The only thing that disturbs me is that so often people try to persuade others to act in this particular area solely on the basis of labels which prove to be very meaningless when analyzed."

Secretary Flemming listed several kinds of assistance which the federal government has been giving to institutions of higher education for years. "Until I became Secretary," he said, "I was not aware of the

large degree of participation on the part of the federal government in grants for medical research and related scientific projects." Statistics concerning this participation were given. The Secretary said that he was impressed by the care exercised by the federal government in establishing sound procedures for the distribution of funds. As an example, he described the manner of processing an application for a grant from the National Institute of Health for cancer research, explaining that a study group, "made up of persons outside the government, whose members are recognized in the respective fields," is appointed to evaluate not only the project but the persons engaged in it. If approved by the group of specialists, the application goes to an advisory council "made up of outstanding persons of professional ability, including a few laymen." The Surgeon General allocates funds on the basis of the recommendations of the advisory council. The persons who participate in this careful screening process "are entitled to commendation," the Secretary said, "since they make it possible for the educational community to determine in which way federal dollars are to be used in this important area. The federal government is not determining or controlling, in any sense of the words, the research activities that are being carried forward in the medical field."

National Defense Education Act

In the administration of the National Defense Education Act, Secretary Flemming stated, "We have tried to benefit by experience gained in the medical research field." He commented on the authorization contained in the Education Act to appoint various advisory councils, composed of experienced educators, to consult with governmental officials in the administration of the program. "We have utilized this authority," the Secretary explained, "particularly in reference to the administration of funds, to establish advisory councils in connection with the program for graduate fellowships, for the strengthening of language instruction, and in the counseling and guidance areas; also in the administration of funds for research purposes in the areas of utilizing television, radio, and movies for educational purposes. When my Department recommends legislation in the fields of higher education, it insists on having incorporated in it the use of advisory committees. Unless these advisory committees are willing to recommend it, funds do not become available."

On the question of federal assistance to both public and private institutions, Secretary Flemming remarked: "Institutions should be able to decide for themselves whether or not they will accept federal aid. There is no question but that the federal government must look upon all of our accredited institutions of higher education as national assets. We need each other if we are to solve effectively our manpower problems. I do not believe we have any right to draw a line. There is no doubt in my mind that the federal government will be participating in the field of higher education in an increasingly greater degree."

In reference to the objections which educational associations, faculties, and administrators have raised to the provisions for an oath of allegiance and a disclaimer affidavit in the National Defense Education Act, the Secretary said: "I appreciate the fact very much that faculties all over the nation have given expression to their views relative to the Section 1001 (f) of the Act. I am confident that in the long run this expression of conviction on the part of faculties is going to be extremely

helpful. In this instance, faculties are expressing themselves on a law already passed; it seems to me that we should be able to develop some kind of procedure under which faculties could express their views before the laws are passed."

"For example," the Secretary continued, "institutions of higher education have been queried, through the American Council on Education, as to what their reaction is to the proposal which the Executive branch has submitted to Congress for assistance to higher education.² I am wondering how many institutions placed this item on the agenda of a faculty meeting before indicating to the American Council what the attitude of the institution was toward this proposal. How many institutions represented here discussed at a faculty meeting this proposal for additional aid to higher education? [The General Secretary did not see any raised hands.] Thus, the Congress will be given information relative to the attitude of institutions of higher education regarding this proposal which will not, except in few instances, reflect the opinion of the institutions."

Secretary Flemming's concluding remarks were: "I believe on the basis of my experience in the field of higher education, as well as in the field of government, that it is imperative for us to move in the direction of putting the faculty at the center of the governments of our institutions of higher education."

The Alexander Meiklejohn Award

In presenting the second Alexander Meiklejohn Award for Academic Freedom to Dr. Ethan A. H. Shepley, Chancellor of Washington University, Professor Robert K. Carr, Chairman of the Committee, spoke as follows:

Chancellor Shepley. The American Association of University Professors, assembled here in Pittsburgh on the occasion of its Forty-fifth Annual Meeting, is deeply pleased and privileged to bestow upon you its second annual Alexander Meiklejohn Academic Freedom Award. You are known to your faculty for outstanding ability as an administrator, for your unselfish devotion to the best interests of higher education, for your unflinching good spirits and personal warmth in relations with your fellow workers, and, last but not least, for the modesty with which you offer suggestions and ideas while disclaiming any particular knowledge or wisdom by the fact that you happen to be a university president. You have also won, undoubtedly in good part through these same qualities, an unusual position of respect and influence for yourself and your university in your city. By your able and dedicated service to Washington University and to the larger academic community, you have given courage and inspiration to your faculty, and set a model for educational leaders everywhere to follow. We of the American Association of University Professors are delighted to honor you in this fashion.

² The Secretary is referring to the Administration's program to accelerate construction of educational facilities—instructional, research and administrative, as well as housing—through two incentives: (a) federal guarantees of principal and interest on non-tax-exempt bonds sold by colleges to private investors, and (b) debt retirement assistance in the form of federal commitments to pay 25 per cent of the principal on long-term bonds issued by the colleges and universities to finance the construction projects.

Chancellor Shepley replied in the following words:

Mr. President, Dr. Carr, Dr. Fidler. I would like to say just a word or two if I may, and I won't take much of your time. I must say I am deeply grateful for the honor you have conferred upon me, but really upon the faculty of the University I have the honor to represent. No head of a university was ever welcomed more graciously, with more warmth, and with more cooperation than I was when I left the practice of law. There is nothing remarkable about a man being in favor of academic freedom. When I joined the infantry in World War I, I wondered what I would do if the bullets came my way—they never did, and I still don't know. I believe in academic freedom and I would defend it, but I have not been fired at very seriously. I would regard this Award to me as significant in one respect: I know that your Committee are men of good judgment, and I am not so conceited to think that it is presented to me because I stand out rather than because of the absence of competition for this Award. I would like to believe that the absence of competition is not due to the failure on the part of you good people of the faculties in asserting your academic rights, but to a wholesome respect for academic freedom which is growing and being recognized more and more throughout the country, so that we are having less occasion to defend it. On behalf of the University I want to express our deep appreciation. We have an active chapter, which has been a great help, and you have had an example this morning of its effectiveness.

Panel Discussions

On the evening of Friday, April 24, two panel discussions were conducted under the auspices of Committee C on College and University Teaching, Research, and Publication, and one under the auspices of Committee Z on the Economic Status of the Profession.

Recruitment and Preparation of Teachers

Participants in the panel on the Recruitment and Preparation of Teachers were Frank Abbott, Assistant Dean of Bucknell University and former member of the staff of the American Council on Education; Harold A. Foecke, University of Notre Dame, project director of the Committee on Development of Engineering Faculty, A.S.E.E.; John W. Gustad, University of Maryland, director of a project for the Southern Regional Education Board on the choice of a career in teaching; and Reginald F. Arragon, Reed College, Chairman of Committee C.

Mr. Abbott opened with a description of the obstacles, present especially in the colleges themselves, to the recruitment and retention of teachers, and then discussed what chapters and individual members might do to overcome these obstacles by making college teaching attractive to college students and by furthering the adjustment of the instructor just out of graduate school to his teaching role. Mr. Foecke was concerned primarily with the faculty attitudes and the measures—directed towards the student body in general and towards particular students—which might encourage potential teachers. He reported specifically on the program for the development of engineering faculties as it bore on recruiting practices, including opportunities for students to teach and the orientation of young teachers. Mr. Gustad's attention was given to the traits and goals of college teachers. He reported some results of his

study for the Southern Regional Education Board, summarizing his conclusions on what values and experiences lead to college teaching and why so few leave teaching despite the inadequate distribution of rewards. His view that early steps toward teaching were taken because of interest in a field of study rather than in teaching itself led him to describe the movement of college students into teaching as largely a matter of "drift."

The discussion from the floor dealt with what faculties and chapters can do in recruitment and in-service preparation and what sources there may be for more teachers. The more specific subjects dealt with were the pros and cons of faculty orientation plans, recruitment practices in medicine (including, for instance, participation of students in teaching), the attractiveness of the teacher's position and achievement, the teacher's relations to the individual student as in honors work, and the time and place of decision for a teaching career (which was said to occur particularly in the graduate school). There were many suggestions also about the levels of society from which a larger body of teachers might be drawn, the possibility of directing the interest of high school students towards the profession, the place of women as graduate students and as teachers (for instance, what women want to achieve, and what men expect of them), and untapped resources.

Educational Television

Participants in the discussion of Educational Television were Professors Hollis Cooley (Mathematics), New York University, John A. Rademaker (Sociology), Willamette University, and Dr. Alan W. Brown, President of the Metropolitan Educational TV Association, New York City. Chairman of the discussion was Professor Harold B. Dunkel (Education), University of Chicago.

Professor Dunkel opened the meeting on behalf of Committee C. He explained that Committee C, in its search for topics concerned with methods and conditions of teaching, had found educational television (ETV) an area of vital concern to many members of the Association. He pointed out that each member of the panel would attempt to speak in terms of successes and problems, advantages and disadvantages, as he had seen them from his personal experience.

Professor Cooley recounted briefly his experience with a mathematics course. He pointed to the general success of the course and the satisfactions achieved through teaching it, as well as such technical problems as that of getting long equations properly on the screen. Professor Rademaker stressed the power of the medium in bringing unique materials into the social science classroom, but also gave attention to the problems arising from the lack of discussion and the difficulties of feedback. Dr. Brown spoke from the point of view of the producer, sketching the great strides made by ETV and surveying such problems as those of getting flexible teachers who enjoy using the new medium, of providing suitable compensation, and of developing adequate evaluation.

The discussion was then opened to the floor. Many of the questions voiced the doubts and perplexities which trouble many members of the profession: "Granting that there are appropriate and inappropriate uses of ETV, aren't economic and enrollment pressures likely to force us into the bad as well as the good?" "How can the small college meet the costs

of equipment and competent technicians?" "Don't we already do too much lecturing? And yet ETV tends to make us do more."

Discussion continued long past the scheduled hour for adjournment, and seemed to substantiate the opinion which Committee C had had concerning the attitude of the membership. Although college professors see many problems in the increased use of ETV, they are sincerely interested in utilizing everything the medium has to offer toward improving the quality of higher education.

Economic Status of the Profession

Participants in the discussion on the Economic Status of the Profession were Professors Albert H. Imlah (History), Tufts University, Fritz Machlup (Political Economy), The Johns Hopkins University, and Willard L. Thorp (English), Amherst College, and William R. Trimble (History) Loyola University (Illinois). Chairman of the discussion was Professor Francis M. Boddy (Economics), University of Minnesota.

The attendance and degree of participation clearly indicated the growing interest of the membership in the economic status of the profession. No one argued that too much was being done by the Association; many offered suggestions for added activity in the field.

There was lively discussion of the proposal of Professor Otway Pardee, of Syracuse University, that tuition fees in institutions of higher education be raised substantially to permit sizable increases in professors' salaries, the increased burden on the student to be financed by a program of federal loans that should be interest free, and paid back over a long period of time, largely on a payroll deduction basis.

Interest was focused upon the forthcoming report of Committee Z presenting salary ratings for individual institutions, and upon how further light might be shed upon the relative performance of different institutions. The discussion involved such technical points as the best form of average to use in measuring salary levels and the necessity for obtaining more information on fringe benefits.

It was evident that the process of rating had already had beneficial results in the form of correcting inequities in the scales at several institutions. Nevertheless, several testified that there was a resistance to the idea of providing information on the part of many administrative officials. In general, it was hoped that this opposition would crumble in the face of the number of leading institutions which were cooperating. It was generally agreed that it was important to develop some procedure for making information available more quickly.

Meeting of Conference Representatives

Eighteen persons, representing fourteen of the Association's regional and state conferences, attended a special meeting on Friday, April 24. Professor William S. Tacey, University of Pittsburgh, who presided, was elected chairman of the group, and Professor George McFadden, Temple University, was elected secretary.

The meeting discussed the desirability of establishing a formal council of regional organizations, and voted unanimously to have the chairman appoint a committee to prepare an organizational structure and present it to the conferences for discussion, with a view to making a

formal proposal to the 1960 Annual Meeting. To this committee Chairman Tacey appointed the following: Kerby Neill, Catholic University, Chairman; Thomas H. Wetmore, Ball State Teachers College; Donald N. Koster, Adelphi College; Raymond Hightower, Kalamazoo College; Hall Swain, North Carolina State College.

Representatives at the meeting held a lively discussion of the work of the conferences, including their efforts in recruiting new members and establishing chapters, the programs of regular conference meetings, their opportunities and obligations with regard to state legislation, and their participation in the nomination and election of officers and Council members of the national association.

The group voted to meet again on the Thursday evening preceding the 1960 Annual Meeting.

Closely allied to the democratic right of an institution to defend an orthodoxy is the question whether the community at large has any right to control education. This is largely an "academic" question, because the community will inevitably do so, in any case. The theory is that a certain immunity attaches to the professor, because he is engaged in the disinterested search for truth and its dissemination. This theory is grounded in the human experience of the past centuries, during which it has been repeatedly shown that what is at one time generally accepted for true is later shown to be false. It therefore behooves society to set up agencies for the correction of human error and for instructing the community according to the new viewpoints. It follows that arbitrary interference with these agencies for personal or selfish purposes is inimical to social welfare. There are thus two safeguards against such interference: first, every movement or activity which implants more deeply in the popular mores the ideals of freedom of teaching as a primary condition of democratic evolution in a changing world; and, secondly, the elevation of the professional status of the teacher. So far as the community accepts the view that the teachers and administrators are experts in education they are likely to be granted a relatively free hand in carrying out the teaching function.

From "Freedom of Speech and Freedom of Teaching," by Frank H. Hankins, Bulletin, October, 1938, pp. 504-505.

Report of the 1959 Nominating Committee

The undersigned, members of the 1959 Nominating Committee, met in Washington, June 12 and 13, to nominate, in accordance with Article V, Sections 1 and 2, of the Constitution,¹ two Active members of the Association from each of the ten districts for the positions on the Council to be filled at the next annual election of the Association in 1960. The Nominating Committee also made single nominations for the elective officers of President, First Vice-President, and Second Vice-President, these to be voted on at the same election.

The list of the nominees, together with pertinent biographical information, appears at the end of this report. The Constitution provides that additional nominations may be made by petitions duly signed (see Article V, Section 3) and filed in the office of the General Secretary not later than November 15.

The Committee met in executive session to choose its nominees, but members of the Washington Office staff were available to provide needed factual information. For their assistance, both in preparing data for our use prior to the meeting and during our sessions, we should like to express here our sincere thanks.

The Committee had available for its consideration the names of those members suggested for both executive office and for membership on the Council. Suggestions from the membership, submitted on the revised green slips this year, provided useful information concerning the persons proposed for nomination. So did several letters. In submitting such material in future years, the membership should be encouraged to include the kind of specific data (actual participation in local and regional activities, especially) which may not be available in the files of the Washington Office and which can be most useful to a nominating committee.

In selecting nominees, the Committee had as its primary criterion the demonstrated ability of the individual to serve the Association and its basic purposes intelligently, effectively, and efficiently. The Committee did not lack names of members who met this standard. On the contrary, the Committee frequently had to make difficult choices between and

¹ *AAUP Bulletin*, Spring, 1959, pp. 103-4.

among excellent prospects. Thus some very good names were set aside, regretfully, and will be made available, according to custom, to next year's committee for consideration. The Committee also gave some, although not primary, consideration to other criteria for representation on the Council; for example, an appropriate distribution (on the Council and on the ballot) among the various disciplines and the various sizes and types of institutions represented in our membership. But the basic criterion, overriding any other consideration, was, and we believe should be, the ability of the individual nominee to serve the Association and the profession effectively.

The Committee considered carefully the perennial question of possible changes in the method of Council elections by which members are asked to vote for candidates in all of the ten districts. Some Association members have expressed a preference for the system of permitting each member to vote for the one Council member in his district only. The Committee's recommendation is that the prevailing system be retained for the present. It further recommends that the membership be reminded (perhaps by an appropriate suggestion on the ballot itself, quoting this report) that members may refrain from voting for nominees in any district when they feel they lack evidence to make a satisfactory choice.

Another perennial problem confronted the Committee. Several districts, with relatively few members, proposed relatively few nominees. The Committee did not feel that it was handicapped in making its nominations, but the contrast with certain other districts was thought-provoking. For example, the membership recommended 28 persons in District II (Idaho, Montana, Oregon, Washington, Alaska, and three Canadian provinces); 31 persons in District X (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and three Canadian provinces); 37 persons in District IV (Colorado, Kansas, Missouri, Nebraska, Wyoming); and 37 persons in District V (Arkansas, New Mexico, Oklahoma, Texas). By contrast, the membership recommended 128 persons in District VI (Illinois, Indiana, Kentucky, Michigan, Ohio) and 104 persons in District IX (New Jersey, New York, Pennsylvania, Ontario). The wide variation may reflect the uneven distribution of membership among the ten districts, and perhaps other factors. In any case, the Committee felt that there were too many superior persons suggested for nomination in Districts VI and IX whom it was not possible to select. If the basic criterion for Council membership is the promise of serving the Association intelligently, efficiently, and effectively, the Council and the membership might consider a Constitutional amendment which would:

1. keep present district boundaries.
2. limit Council representation to *two* members per district as a minimum.

3. make possible some form of proportional representation by providing additional members for districts with the largest membership, yet maintaining a Council of the present size.

It should be emphasized that these suggestions for changes come from a nominating committee whose members reside in districts which would probably lose Council representation proportionately by this proposal.

1959 Nominating Committee:

GORDON H. McNEIL (History), University of Arkansas, *Chairman*
ROBERT B. HEILMAN (English), University of Washington
GLADYS KAMMERER (Political Science), University of Florida
REYNOLD JENSEN (Medicine), University of Minnesota
GEORGE R. TAYLOR (Economics), Amherst College

Nominees for National Offices, April, 1960–April, 1962

President

RALPH F. FUCHS, Law, Indiana University

Born, 1899. A.B. and LL.B., Washington University (Missouri), 1922; Ph.D., Robert Brookings Graduate School (Washington, D. C.), 1925; J.S.D., Yale University, 1935. Washington University: Assistant Professor, 1927–30; Associate Professor, 1930–35; Professor, 1935–45. Indiana University, Professor, since 1945. U. S. Army, 1918–19, and Reserves, 1919–29. Posts with Federal Government: staff assistant, Department of Justice, 1924–1925; member, U. S. Attorney General's Commission on Administrative Procedures, and consultant to other agencies, 1938–41. Assistant Secretary, Board of Legal Examiners, Civil Service Commission, 1941–44; Special Assistant, U. S. Attorney General, Solicitor General, 1944–46; member, National Enforcement Commission, Economic Stabilization Agency, 1951–53. Commissioner, National Conference of Commissioners on Uniform State Laws, 1936–45. Member: American Bar Association; American Economic Association; Phi Beta Kappa. Chairman, Association of American Law Schools' Committee on Academic Freedom and Tenure, 1953–54. Editor and author, professional publications. Association member since 1931. Chapter President (Washington University), 1933; Chapter Vice-President (Indiana University), 1949–50. Council member, 1945–47; Association First Vice-President, 1950–51; Chairman, Resolutions Committee at Annual Meetings, 1951–52; General Secretary, 1955–57; Counsel since 1957.

First Vice-President

FRITZ MACHLUP, Political Economy, The Johns Hopkins University

Born, 1902 (Austria). Came to United States, 1933; naturalized, 1940. Rer. Pol. Dr., University of Vienna, 1923; LL.D., Lawrence College, 1956. Lecturer, Volkshochschule, Vienna, 1929–33; Research Fellow, Rockefeller Foundation, 1933–35; Visiting Lecturer, Harvard University, 1934–35, summer, 1936; Professor, University of Buffalo, 1935–47; Professor, The Johns Hopkins University, since 1947; Visiting Professor: Cornell University, 1937–38; Harvard Uni-

versity, 1938-39; Northwestern University, summer, 1938; University of California, summer, 1939; Stanford University, summers, 1940, 1947; University of Michigan, summer, 1941; American University, 1943-46; Columbia University, summer, 1948, University of California (Los Angeles), summer, 1949; Kyoto University, Japan, 1955. Chief, Division Research and Statistics, Office of Alien Property Custodian, Washington, D. C., 1943-46. American Economic Association: Vice-President, 1956; member, Board of Editors, 1938-41; acting Managing Editor, 1944-45. Member: Royal Economic Society, Econometric Society, Southern Economic Association, Phi Beta Kappa (honorary). Association member since 1939; Chapter Chairman, Committee on Academic Freedom, 1953-55. Council member, 1957-60. Member, Committee Z on Economic Status of the Profession, since 1957, and Committee Chairman since 1958.

Second Vice-President

ROBERT B. BRODE, Physics, University of California (Berkeley)

Born, 1900. B.S., Whitman College, 1921, D.Sci. (hon.), 1954; Ph.D., California Institute of Technology, 1924; Oxford University (Rhodes Scholar), 1924-25; University of Gottingen (International Education Board Fellow), 1924-25; Princeton University (National Research Council Fellow), 1926-27. University of California (Berkeley): Assistant Professor, 1927-30; Associate Professor, 1930-32; Professor, since 1932. Cambridge University and University of London (Guggenheim Foundation Fellow), 1934-35. Visiting Professor, Massachusetts Institute of Technology, 1932. Physicist: U. S. Bureau of Standards, 1924; Carnegie Institution, 1941; Applied Physics Laboratory, Office of Scientific Research and Development, The Johns Hopkins University, 1942-43; Group Leader, Los Alamos Atomic Bomb Laboratory, 1943-46; Fulbright Award, England, 1951-52; Associate Director (Research), National Science Foundation, 1958-59. Fellow, American Physics Society, American Association for the Advancement of Science, President, Pacific Division, 1955. Member: American Association of Physics Teachers; American Institute of Physicists; American Association of Rhodes Scholars; National Academy of Sciences; International Union of Pure and Applied Physics, Vice-President, 1954-60; Phi Beta Kappa, Sigma Xi. Association member since 1946. Chapter President, 1950-51; Executive Committee member, 1956-57; Council member, 1952-54. Member, Investigating Committee, University of Southern California, 1957.

Nominees for the Council, April, 1960-April, 1963²

DISTRICT I

ROY F. HUDSON, Rhetoric and Public Address, Modesto Junior College

Born, 1912. A.B., Fresno State College, 1948; M.A., University of Oregon, 1949; Ph.D., Cornell University, 1953; Instructor, University of Oregon, 1949-50; Instructor, Cornell University, 1950-53; Assistant Professor and Director of Forensics, Wichita University, 1953-56; Instructor and Director of Forensics, Shasta Junior College, 1956-57; Instructor, Modesto Junior College, since 1957. Management Development Specialist, Boeing Aircraft Corporation, 1955-56; Member, Mayor's Commission on Serviceman's Housing, Fresno, 1945-46. Member, Planning Commission for a Junior College Honors Program, 1958-59.

² Ten members to be elected, one from each of the ten geographical districts.

Association member since 1950. Chapter President, 1956-57, and 1958-59; Chapter Vice-President, 1957-58.

RICHARD O. NAHRENDORF, Sociology, Los Angeles State College

Born, 1909. Diploma, teaching certificate, Leipzig and Berlin, 1934; A.B., 1945, and Ph.D., 1948, University of Southern California. Instructor, Landschulheim (Junior College), Florence, Italy, 1936-38; Instructor, Kansas City Art Institute, 1938-43; Lecturer, University of Southern California, 1947-48; Associate Professor, Drake University, 1948-50; Professor, Los Angeles State College, since 1950. Member: American Sociological Society; Pacific Sociological Society; Phi Beta Kappa; California State Employees Association; Association of California State College Instructors. Association member since 1949. Chapter Vice-President, 1956-57; President, 1957-58.

DISTRICT II

ROBERT F. LANZILLOTTI, Economics, Washington State University

Born, 1921. Dartmouth College, 1943; B.A., 1946, and M.A., 1947, American University; Ph.D., University of California (Berkeley), 1952. Teaching Fellow, University of California (Berkeley), 1947-49; Washington State University, Assistant Professor, 1949-53; Associate Professor, 1954-59; Professor, 1959. U. S. Navy, Lieutenant, 1943-46; Research Associate, Brookings Institution, 1956-57. Association member since 1950. Chapter President, 1955; Chapter Executive Board member, 1958-59; Vice-President, Northwest Conference AAUP, 1959.

ALBERT W. STONE, Law, Montana State University

Born, 1920. A.B., University of California (Berkeley), 1943; LL.B., Duke University Law School, 1948. Instructor (part-time), San Francisco Law School, 1949-50, 1952-53; Montana State University, Assistant Professor, 1954-56; Associate Professor, since 1956. Research Assistant to Justice M. T. Dooling, California District Court of Appeals, San Francisco, 1949-50; Attorney at Law, 1950-54; Law Clerk to Judge Bone, Circuit Court of Appeals, San Francisco, 1954. Member, Association of American Law Schools, since 1954, and of its Committee on Education for Professional Responsibility, 1957-58. Association member since 1955. Chapter President, 1958-59; member, Chapter Executive Committee, 1959-60.

DISTRICT III

JOHN COTTON BROWN, Political Science, Cornell College

Born, 1920. A.B., University of Florida, 1942; Ph.D., University of Chicago, 1949. Pre-doctoral Fellow, Social Science Research Council, 1948-49; Visiting Assistant Professor, Hamilton College, spring, 1950; Assistant Professor, Bard College, 1950-51; Assistant Professor, Brandeis University, 1953-55; Cornell College, Assistant Professor, 1955-58; Associate Professor, since 1958. Employment with Federal Government: National Institute of Public Affairs Federal Government Intern, 1942-43; Administrative Analyst, Office of War Information, 1943; Budget and Procedures Analyst, War Relocation Authority, 1943-44; Chief of Special Projects Section, Office of Budget and Finance, Department of Agriculture, 1944-46; Assistant to Budget Officer, National Housing Agency, 1946; Public Administration Adviser to Foreign Officials (Technical Assistance), Bureau of the Budget, Executive Office of the President, 1951-52; Assistant

to Executive Secretary, Public Advisory Board for Mutual Security, Executive Office of the President, 1952-53; Assistant to Director of Information, Mutual Security Agency and Foreign Operations Administration, 1953. Association member since 1951. Chairman, Iowa State Conference, AAUP, 1957-59.

JOHN S. PENN, Speech, University of North Dakota

Born, 1914. B.A., Carroll College, 1935; M.A., 1938, and Ph.D., 1959, University of Wisconsin. High School teacher, Baraboo, Wisconsin, 1936-38, and Muskegon, Michigan, 1938-40; University of North Dakota: Assistant Professor, 1940-43 and 1946-47; Associate Professor, 1947-53; Professor and Department Chairman, since 1953. U. S. Navy, Ensign-Lieutenant, 1943-46. University of North Dakota representative to North Dakota Council of College Faculties, 1951-61; member, that Council's Executive Committee, 1956-61, and Council President, 1958-61. Association member since 1947. Chapter Treasurer, 1950-51; Vice President, 1951-52; President, 1952-53; member, Chapter Executive Committee, 1950-54.

DISTRICT IV

ROBERT D. HARPER, English, University of Omaha.

Born, 1913. A.B., University of Denver, 1935; M.A., 1939, and Ph.D., 1949, University of Chicago. Instructor, Michigan College of Mining and Technology, 1940-42; Instructor, University of Chicago, 1946-48; Assistant Professor, Associate Professor, and Professor, University of Omaha, since 1948. U. S. Navy, Ensign-Lieutenant, 1942-45. Association member since 1948. Chapter President, 1951-52.

R. W. MARTIN, Chemistry, Southwest Missouri State College

Born, 1892. B.S., Southwest Missouri State College, 1921; M.S., Vanderbilt University, 1922; Ph.D., New York University, 1938. Teacher and School Superintendent, 1913-22; Southwest Missouri State College: Instructor, 1922-32; Associate Professor, 1932-42; Professor and Head of Science Department, since 1942. Member: American Chemical Society, National Education Association, Kappa Delta Pi, Missouri State Teachers Association. Association member since 1943. Chapter President, 1945; President, Missouri Conference, AAUP, 1959.

DISTRICT V

HOWARD C. KEY, English, North Texas State College

Born, 1906. B.A., 1928, and M.A., 1935, University of Texas; Harvard University, 1938-39; Ph.D., 1952, Stanford University. Assistant Professor, Stephen F. Austin State College, 1936-41; Professor, North Texas State College, since 1947; Visiting Professor, University of Istanbul, 1953-54. U. S. Army Air Corps, 1941-46. Member: Texas Association of College Teachers, since 1952; Texas State Teachers Association, 1948-55. Association member since 1948. Chapter President, 1957-58; Chapter Executive Council member, 1958-59.

THEODORE L. AGNEW, History, Oklahoma State University

Born, 1916. B.A., 1937 and M.A., 1938, University of Illinois; A.M., 1939, and Ph.D., 1954, Harvard University. Research Assistant in History, University of Illinois, 1938; Oklahoma State University: Assistant Professor, 1947-54; Associate Professor, 1954-57; Associate Professor and Coordinator, Survey

Courses in American History, since 1957. U. S. Naval Reserve, Ensign—Lieutenant, 1942–45; Faculty Fellow (Fund for the Advancement of Education), 1952–53. Association member since 1948. Chapter Secretary, 1951 and 1953–54; Vice-President, 1954–55, and 1956–57; President, 1957–59.

DISTRICT VI

PAUL A. MONTAVON, Economics, University of Notre Dame

Born, 1920. M.A., 1947, and Ph.D., 1949, Catholic University of America. Instructor, 1949–50, and Assistant Professor, 1950–52, Quincy College; Assistant Professor, 1952–55, and Associate Professor, since 1955, University of Notre Dame. U. S. Naval Reserve, 1943–46. Association member since 1953. Chapter Secretary—Treasurer, 1955–56; President, 1956–58.

LOYD D. EASTON, Philosophy, Ohio Wesleyan University

Born, 1915. B.A., DePauw University, 1937; M.A., 1939, and Ph.D., 1942, Boston University; Harvard University, 1941–42; Glasgow University, spring, 1946. Borden Parker Bowne Fellow, Boston University, 1939–40; Ohio Wesleyan University: Instructor, Assistant Professor, 1946–50; Associate Professor, 1950–55; Department Chairman since 1952; Professor, since 1955. U. S. Army, 1942–46. Fellow, National Council on Religion in Higher Education, since 1940. Member: American Philosophical Association since 1948; Phi Beta Kappa. Association member since 1947. Chapter President, 1949–50; Chairman, Executive Committee, Ohio Conference, AAUP, 1950–52; member, Committee A Panel, District VI, since 1957; member, Investigating Committee, Alabama Polytechnic Institute, 1957.

DISTRICT VII

WINSTON W. EHRLMANN, Sociology, University of Florida

Born, 1912. Massachusetts Institute of Technology, 1930–31; B.S., 1934, and Ph.D., 1938, Yale University. Instructor, New Haven Junior College, 1937–38; University of Florida: Assistant Professor, 1938–41; Associate Professor, 1941–46; Professor, since 1946. Industrial Engineer, U. S. Rubber Company, 1935–36; U. S. Army, 1st Lieutenant—Colonel, 1941–46. Member: Florida Council on Human Relations, since 1955; Southern Regional Council, since 1950; Southern Hazen Educational Conference, 1953. Association member since 1946. Chapter President, 1958–60; Vice-President, 1956–57; Chapter Executive Committee member, 1951–52 and 1955–56.

ROBERT E. STIEMKE, Engineering, Georgia Institute of Technology

Born, 1915. B.S., 1936, M.S., 1940, and Civil Engineer, 1953, University of Wisconsin. Instructor, Wayne University, 1940–42; Associate Professor, North Carolina State College, 1942–47; Professor, Pennsylvania State College, 1947–50; Director, School of Civil Engineering, Georgia Institute of Technology, since 1950. U. S. Army, Corps of Engineers, Inspector, 1936–39; Sanitary Engineer, U. S. Public Health Service, 1944–45; Consulting Engineer, various intervals. Member: Georgia Education Association, since 1951; American Society for Engineering Education, since 1942, and of its Civil Engineering Division Executive Committee, 1956–59. Association member since 1949. Chapter President, 1952–53; member, Committee B on Professional Ethics, since 1957.

DISTRICT VIII

WARNER MOSS, Political Science, College of William and Mary

Born, 1902. University of Virginia, 1919-21; B.A., University of Richmond, 1924; M.A., 1925, and Ph.D., 1933, Columbia University; New York University, 1929-34; New York School for Social Work, 1930-32. Instructor, Williams College, 1926-28; Instructor and Assistant Professor, New York University, 1928-37; Acting Assistant Professor, University of Virginia, 1935-36; College of William and Mary: Professor of Government, Head of Department since 1937, and Chairman, Division of Social Sciences, 1947-50, and 1957-59. Honorary Research Fellow, University of Manchester, England, 1950-51. Posts with Federal Government: Personnel Officer, Office of Price Administration, 1942; Research Analyst, Office of Strategic Services, 1944-45. Member, Personnel Committee, Virginia Advisory Legislative Council, 1939-42. Director, William and Mary Center for Overseas Students, 1952-55. Association member since 1939. Chapter President, 1958-59; President, Virginia Conference, AAUP, 1956-57.

J. KENNETH MORLAND, Sociology and Anthropology, Randolph-Macon Woman's College

Born, 1916. B.S., Birmingham-Southern College, 1938; B.D., Yale University, 1943; Ph.D., University of North Carolina, 1950. Instructor, Yale-in-China, 1943-46; Research Assistant, University of North Carolina, 1947-49. Assistant Professor, College of William and Mary, 1949-53; Professor and Department Chairman, Randolph-Macon Woman's College, since 1953; Visiting Professor (summers), New York University, since 1952. Executive Secretary, Yale-in-China, 1946-47. Member: Virginia Social Science Association, Executive Committee, since 1950; Virginia Council on Human Relations, and its Vice-President, since 1954. Association member since 1952. Chapter Vice-President, 1955-56, and President, 1956-57; Vice-President, Virginia Conference, AAUP, 1957-58, and President, 1958-59.

DISTRICT IX

CARLOS BAKER, English, Princeton University

Born, 1909. A.B., Dartmouth College, 1932; A.M., Harvard University, 1933; Ph.D., Princeton University, 1940. Princeton University: Instructor, 1937-41; Assistant Professor, 1941-46; Associate Professor, 1946-51; Professor, since 1951; Woodrow Wilson Professor of Literature, since 1954. Association member since 1943. Chapter President, 1956-57.

HAROLD W. KUHN, Mathematics and Economics, Princeton University^a

Born, 1925. B.S., California Institute of Technology, 1947; M.A., 1948 and Ph.D., 1949, Princeton University. Fine Instructor, Princeton University, 1949-50, Lecturer, 1951-52; Bryn Mawr College: Assistant Professor, 1952-56, Associate Professor, 1956-59; Princeton University, Associate Professor of Mathematics and Economics, 1959. National Academy of Sciences, National Research Council, Executive Secretary, Division of Mathematics, 1957-58; 1959—. Member, Committee on Mathematics Discharged for Political Reasons, American Mathematics Society, since 1956. Association member since 1954. Chapter President (Bryn Mawr), 1957-58; member, Investigating Committee, Dickinson College, 1956; Committee A Panel, District IX, since 1958.

^a At Bryn Mawr College at time of nomination.

DISTRICT X

WILLIAM VAN B. ROBERTSON, Biochemistry, University of Vermont

Born, 1914. M.E., Stevens Institute of Technology, 1934; Ph.D., University of Friedburg, 1937. Research Associate, University of Chicago, 1944-45; University of Vermont: Assistant Professor, 1945-47; Associate Professor, 1947-52; Professor, since 1952. Research Chemist, Massachusetts General Hospital, 1938-41; Research Fellow, National Cancer Institute, 1941-44. Delegate, Governor's Conference on Education Beyond the High School, 1958. Association member since 1953. Chapter Vice-President, 1956-57; President, 1957-59.

FRED A. CAZEL, JR., History, University of Connecticut

Born, 1921. B.A., University of North Carolina, 1941; M.A., 1943 and Ph.D., 1948, The Johns Hopkins University. Instructor, The Johns Hopkins University, 1947-48; University of Connecticut: Assistant Professor, 1948-54; Associate Professor, since 1954; University of Minnesota, summer, 1950. U. S. Army, 1943-45. Gustav Bissing Fellow (for research abroad), The Johns Hopkins University, 1951-52; Fulbright Research Fellow, King's College, London, 1955-56. Association member since 1951. Chapter President, 1957-58.

Portrait of Ralph E. Himstead

A plan, begun in 1956, to perpetuate the memory of Ralph E. Himstead with an oil portrait has been successfully concluded. The recently completed picture was presented to the Forty-fifth Annual Meeting of the Association, and now hangs, suitably framed and lighted, in the reception hall of the Association's offices in Washington.

The artist, Mr. Thomas S. Shaw, of Baltimore, working from photographs and snapshots, has produced a half-length portrait of remarkable likeness in both facial expression and posture. Going to great lengths to inform himself about his subject's activities and personality, he developed a younger and ruddier Himstead than most present members of the Association knew, suggesting a period well back of the illnesses and complications of more recent years, and intimating the remarkable combination of force and humanity, of determination and *savoir faire*, which was so much the essence of the man.

The portrait project was initiated in November, 1956, when D. F. Fleming, of Vanderbilt University, introduced a resolution whereby the Council would authorize a committee to raise funds for an oil portrait, it being the sense of the Council "that many members of the Association would wish to share in a tribute to Dr. Himstead for his long and devoted service to the Association and as a recognition that he gave his life to it in every sense of the word." Helen C. White, then President of the Association, appointed, as directed, "a committee of twenty-five leading members of the Association" who had been associated with Dr. Himstead.¹ Professor Fleming was made Chairman; the Secretary-Treasurer was George Pope Shannon, of the Washington Office. Warren C. Middleton, of the Washington Office, while not a member of the Com-

¹ Clarence E. Ayres (University of Texas), Glenn A. Bakkmum (Oregon State College), Clarence Berdahl (University of Illinois), Frederick K. Beutel (University of Nebraska), William E. Britton (University of California), Jewell Hughes Bushey (Hunter College), Frederick S. Deibler (Northwestern University), William F. Edgerton (University of Chicago), D. F. Fleming (Vanderbilt University), James Holladay (University of Alabama), Mark H. Ingraham (University of Wisconsin), Edward C. Kirkland (Bowdoin College), W. T. Laprade (Duke University), Harold N. Lee (Tulane University), Ralph H. Lutz (Stanford University), Fred B. Millett (Wesleyan University), Lucius Gaston Moffatt (University of Virginia), Chesley J. Posey (State University of Iowa), George Pope Shannon (Central Office), Richard H. Shryock (Johns Hopkins University), Warren Taylor (Oberlin College), Paul W. Ward (Syracuse University), George C. Wheeler (University of North Dakota), Eugene H. Wilson (University of Colorado), Quincy Wright (University of Chicago).

mittee, performed many useful services for the Committee, and was in effect, though not in title, assistant secretary-treasurer. The project was publicized by a series of *Bulletin* announcements, and by reports at Council meetings and Annual Meetings of the Association. An adequacy of funds was assured by the summer of 1958, and a subcommittee selected for the purpose began, on the basis of advice from a number of sources, the search for an artist. The portrait was commissioned early in 1959, and was completed in April.

The Secretary-Treasurer of the Committee has submitted to the General Secretary of the Association, for transmission to the Council, a complete report on the portrait project, including a financial statement. A list of the contributors, with the amount of each contribution, is on file in the Washington Office. Contributions came in varying amounts, some directly from individuals, others through chapters or other groups. The Committee wishes it known that all contributions, large or small, are appreciated as expressions of homage to a great figure in the development of the Association. The total amount contributed proved to be greater, by several hundred dollars, than the cost of the project, but inquiries addressed to a number of the larger individual contributors have shown substantial agreement that any attempt at *pro rata* refunds would be impracticable, and that it is best to leave to the Council, or to its Executive Committee, a decision on what to do with the residue—whether to put it in the Association's general fund, or in the Academic Freedom fund, or to retain it as a Portrait Fund for possible future use, or expend it on some special project related to the interests of Dr. Himstead. The Committee and the officers of the Association would like to hear from any contributors who have views or wishes on this matter.

It is, finally, the Committee's hope that through the years many members of the Association will find an opportunity to view the portrait as it hangs in its very suitable place, so that it may serve them, as it does the Association's officers and professional staff, as a reminder of the principles which the Association exists to uphold, and which Ralph E. Himstead upheld so effectively with his unique combination of understanding, courage, and finesse.

GEORGE POPE SHANNON

Book Reviews

ONE GREAT SOCIETY: HUMANE LEARNING IN THE UNITED STATES, by
Howard Mumford Jones. New York: Harcourt, Brace and Co., Inc.,
1959. xiii + 241 pp. \$4.50.

This book is, officially, a report authorized by a Commission on the Humanities of the American Council of Learned Societies, of which the author was the chairman. His colleagues on the Commission represented not only every major field in the humanities, but also the social and the physical sciences and practical business interests. What drew them together in their discussions was "concern for the greatness of learning" (pp. vii ff). This phrase expresses most aptly the spirit in which Professor Jones has written his book. He has given due recognition to the importance of mastery in the various specialties of intellectual activity and has also urged the need of coordination and synthesis, but through both he has been especially concerned with the conditions, the processes, and the values of man's greatness in learning. This volume is not an apology for cultured living but its manifesto; it is a clarion call for a more cultivated and creative American society. It is a noble program for a greater America, great beyond natural resources and technical skill or stupendous armament, greater in enlightened and productive spirit. Professor Jones has justified his chosen title and motto, from Wordsworth's *Prelude*:

There is
One great society alone on earth;
The noble Living and the noble Dead.

This review can report only briefly the rich contents of the three parts of this book, which is compact and full of sage reflection. The first part, "Concerning the Humanities" (pp. 1-80), surveys the range of humanistic studies: philosophy, the languages, literature, the arts, history, and certain aspects of anthropology and social studies. The humanities lead us to understanding of man in his characteristic nature and activities. They enable us to relate and also to distinguish significant individual self-expression and national culture, information no matter how important and creative insight and utterance; genuine art, and mere entertainment, no matter how skillful or enjoyable. Nowise depreciating science and technology, Professor Jones reminds us that "the arts, literature, and philosophy. . . constitute the noblest and happiest part of any nation's culture" (p. 79).

Part II, "About Learning and Scholarship" (pp. 81-178), examines a scholar's inside view of his intellectual activity and its principles and attainments. True learning and scholarship are not only historical grasp of what man has been and has thought and said and done, but also are a reasonable vision of man's prospects, "wisdom about Man as he might be" (p. 99). They explore and organize the knowledge, insight, and poetry of antiquity, but, one in spirit with past greatness, they strive after greatness of thought and ex-

pression. In this connection, Professor Jones, who can be so critical of our American weaknesses, gives just recognition to the great achievements of American scholarship in our own day. He points out the interrelation of scholarship, art, and criticism. His ninth chapter, not his easiest but among his best, is concerned with value judgments. His reflections here are of deep concern for our educational aims and policies, since beyond the imparting of knowledge and the training of skills, the basic and dominant purpose of education must be the cultivation of an enlightened sense of relative values.

The third part, entitled "Some Practical Issues" (pp. 179-221), justifies the accent on the adjective. The author considers some questions raised by the average citizen and business man: "What can the humanities do for me, for my family, for my business, for my community?" (p. 181). Such questions would sound purely rhetorical if they were asked about the physical or the social sciences; but our society appears inclined to regard the humanities as cultural luxuries. Several misconceptions here need explanation. The general reader, while professing no direct concern with the topics of humanistic scholarship, does not grant the scholar the privilege of professional technical style which the scientists enjoy. He considers humanistic *expertise* as alien to his own main interests, but demands of it plain common-sense exposition. Secondly, the humanities are regarded as absorbed in their classical past and as lacking present-day significance. Thirdly, in what the author calls the operational fallacy, there is characteristic misunderstanding. Humanistic education should not be viewed as specific training in skills, but as philosophical enlightenment in humane insight and appreciation. To this enlightenment, however, we can be led by the works of scholarly mastery, and it is here that the rigorous standards of our graduate schools find their justification. Professor Jones at this point presents in a very useful outline the course of study and independent research required for the degrees of M.A. and Ph.D. "Mastery of subject, maturity of judgment, and the capacity to create lasting work in critical and scholarly interpretation of art and thought—these are still the world's aim in humanistic learning" (p. 216).

Our society should recognize the cardinal importance of this sort of graduate education and should make more adequate provisions for its support. Our American negligence in this respect is flagrant, and it has been exposed by Professor Jones in unmistakably plain terms. The statistics he cites are shocking. This book should prove invaluable in arousing a more enlightened public sense of our grievous cultural need. Professor Jones' style of discussion is itself a fine example of the scholarly learning, critical insight and taste, and mellow appreciation which he advocates in his plea for the humanities in our higher education and in the various fields of our American culture.

RADOSLAV A. TSANOFF

The Rice Institute and the University of Houston

COLLEGE TESTING: A GUIDE TO PRACTICES AND PROGRAMS. Washington, D. C.: American Council on Education, 1959. 189 pp. \$3.00.

This small volume has been a committee project (Measurement and Evaluation) of the American Council on Education. It was not written for the specialist in testing, who will find much of it too brief and elementary for his psychometrically sophisticated taste. Rather, to quote from the preface, it aims to serve the "too many professors and administrators (who) possess little or no understanding of tests, their applicability, their range of utility.

or their limitations." In popular parlance, the intention has been to provide a "how-to-do-it" guide for college personnel immersed in testing problems, yet recognizing their lack of preparation for the task.

Competent authorities in measurement practices (Lindquist, Tyler, Pace, and Anderson) have written Part I, the first half of the book, in collaboration with technical experts from the Educational Testing Service. One does not question their qualifications, but one may regret that so many people with so much to offer have had to condense their pooled wisdom into so few pages. In the process of compression, they have been forced to discard much wheat along with the chaff. Because of drastic contraction of significant materials, a major objective of the book has not been significantly achieved. Used by itself alone, the book will not serve as an adequate "how-to-do-it" manual for our colleagues who may feel themselves disconcertingly naive about testing practices.

This first half performs an admirable service in enumerating the functions that tests can serve in educational institutions. Issues which demand consideration, knotty problems, and potential pitfalls are all carefully identified. The intelligent reader, inexperienced in testing procedures, will soon realize the volume raises a multitude of pertinent questions, for many of which he will recognize his lack of preparation. This is excellent—and for this reason alone the publication is completely justified. By underlining problems, difficulties, and essential precautions, the book tells the reader what he needs to guard against to insure achieving the most profitable values from his testing programs. However, in numerous instances it suggests many more questions than it answers. Study of the book will thus force one to seek more assistance, either through wider technical reading and/or consultation with testing specialists. Pertinent footnote references and an adequate bibliography are provided to facilitate further study.

Part I opens with a brief discussion of the status and basic purposes of college testing. Five short chapters (83 pages in all) then describe the use of tests in admission, placement, or accreditation, instruction, educational counseling, and institutional evaluation. Brevity is the chief fault of these chapters. A section on administration of testing programs, offering several useful suggestions, concludes the initial half of the book.

For the neophyte in measurement, Part II should prove a gold mine of ideas and suggestions. This second half offers well-written résumés of college testing programs at seven different institutions. Having seen several of these programs in action on their respective campuses, the reviewer believes they are fairly and usefully described. He only wishes similar aid had been available fifteen years ago when he first tackled organization of a college testing and counseling service. It would have reduced the need for hundreds of miles of travel and voluminous correspondence, as he tried to ascertain what other schools were then doing.

The testing programs presented in Part II are from schools varying in size, purpose, and problems. This potpourri is good, for it can offer some parallels to fit the problems of nearly every reader. The schools include Chatham College, University of Chicago, Dartmouth College, University of Louisville, University of Minnesota, Pasadena Junior College, and San Francisco State College.

Interesting procedures, problems, and philosophies abound in all seven program summaries. No reader, sophisticated or novice, will study these

sections without encountering at least something new, interesting, or challenging. Many testing program directors will seize upon these pages as a convenient device to help persuade higher-echelon administrators of the need for improvement or experimentation in their own school programs.

In summary, *College Testing* is well written, full of useful suggestions. Because of space limitations, it does not answer all the questions it poses. Therefore, for its intended audience—the untrained among current college testers—it cannot serve as a full operations manual. Its prime contribution lies in the provocative way in which it will make them cognizant of more of the procedures and principles they *should* know.

JOSEPH C. HESTON
Albion College

EDUCATION AND MILITARY LEADERSHIP: A STUDY OF THE ROTC, by *Gene M. Lyons and John W. Masland* (with a foreword by John Sloan Dickey). Princeton, New Jersey: Princeton University Press, 1959. xvii + 283 pp. \$5.00.

Readers of the *AAUP Bulletin* have already been introduced to Lyons' and Masland's book through an article derived from the full length study.¹ Shortly after the Lyons and Masland article appeared, the *Bulletin* published a response by Allen Brick casting some doubt on the premises of that article.² A reading of the complete study may moderate some of those doubts; it may heighten others.

The foundation upon which the authors base their study is the changing role of ROTC detachments on college and university campuses and in national defense. The change is one which may well have occurred without the notice of most university faculties. It is also quite possible that some administrations are not completely aware of the rather extensive modifications in the ROTC. We are accustomed to thinking of ROTC units as groups of young men being trained to perform their role of "citizen soldiers" in time of national emergency. Traditionally we have regarded the college student who enrolls in ROTC as a being quite different from the "professional soldier." Lyons and Masland, both of the Department of Government at Dartmouth College, demonstrate that this distinction is no longer valid. In a rather brief but well-documented treatment of the history of ROTC, the authors trace the evolutionary changes from the establishment of the first collegiate military units to the present. The significance of this section is that it shows conclusively that the present purpose of the ROTC is to provide officers for immediate career active duty rather than to furnish men who will be prepared for duty as officers in case of a national crisis. The older conception of ROTC was one which remained valid, for the most part, through World War II. With the post-war demand for a larger permanent military force and with the need for more technically and specially trained officers, the ROTC became the prime supplier of officers to the military services in peacetime. These changes have been so rapid that in most years since 1950 more officers have entered the services via ROTC than from any other single source. Each year the number of new ROTC officers in the services exceeds the number of new graduates of service academies.

¹"The ROTC on the Campus," Winter, 1958, *AAUP Bulletin*, pp. 720-727.

²"Why Have ROTC on Campus?," Summer, 1959, *AAUP Bulletin*, pp. 219-226.

The academic implications of the "new ROTC" should be clear; they are to Lyons and Masland. If the primary purpose of ROTC is now to prepare young men for active and even permanent service in the Army, Navy, and Air Force, serious questions may be raised concerning the desirability of the compulsory ROTC programs which are in operation on more than two-thirds of the campuses where reserve training is offered. No strong argument may now be offered for requiring young men to enroll in a reserve program if the armed forces are now principally interested in providing themselves with a fairly select supply of "immediately employable" ensigns and second lieutenants. It seems wasteful of time and money to require reserve training when the concept of a reserve force has largely disappeared. In all fairness, it must be pointed out that there have been few significant objections from faculties and administrations concerning compulsory ROTC programs. In some cases they have been active proponents of compulsory ROTC.

Many readers will be more disturbed about another aspect of compulsory ROTC than Lyons and Masland are. The authors seem to have little serious objection to the indoctrination offered to young men in their freshman and sophomore years in ROTC. Since only a small proportion of these students will eventually serve as officers, many observers will regard the admitted indoctrination of the first two years as an attempt to orient a significant portion of the civilian population toward the views of the armed forces.

Many students and some faculty members have been seriously concerned with another of the implications of this study. The new conception of ROTC has meant that the colleges and universities have become the primary agents of professional training for career officers in the armed services. Although students do not major in ROTC, it is nevertheless true that more men prepare themselves for the military profession at colleges and universities than at the service academies. In spite of objections offered against professional military preparation on the campuses, it must be recognized that the problem is largely outside the control of many educational institutions. The need for officers is dictated by military necessity and not by educational considerations. The authors are not opposed to professional military preparation in an academic setting. They go so far as to suggest methods whereby motivation toward military careers might be increased among students.

Many of the proposals which Lyons and Masland offer for the improvement of the *status quo*, if adopted, could result in an ROTC more compatible with the academic environment and with changing defense needs. Those persons who advocate the elimination of ROTC will hardly be satisfied, however. Among other worthwhile proposals the authors suggest that a greater amount of the responsibility for nontechnical courses be assigned to the academic departments. They further recommend that the amount of time devoted to laboratory and drill sessions be reduced, and that provisions be made for more extensive camp and cruise training.

Professors Lyons and Masland deserve commendation for their careful research into a facet of academic life to which little professional attention has been devoted. Although some readers may disagree with certain of the authors' assumptions and proposals, Lyons and Masland have given us broader understanding of the role of ROTC on the nation's campuses.

HERMAN COHEN
University of Oregon

KNOWLEDGE IS NOT ENOUGH, by Samuel B. Gould. Yellow Springs, Ohio: The Antioch Press, 1959. 232 pp. \$3.50.

The chapters in this book were assembled by Mr. Gould, who is now Chancellor of the University of California at Santa Barbara, from among the speeches he gave during his five years as President of Antioch College. They were brought together in one volume "because they mirror . . . the educational philosophy I believe in and have been attempting to follow."

What is that philosophy? The simplest thing that can be said of it is that it rests stalwartly on the time-honored proposition that the hope of America and of the world lies in providing better education for everyone. The next simplest thing one can say of it is that it is stamped with the conviction that better education can be invented if educators will only free their minds from conventional patterns of thought. "One of the great curses of education is its inveterate tendency to move into the future with its back turned."

Gould regards the imminent doubling of college enrollments without pessimism because he believes that it will compel the abandonment of those traditional practices which presently impede the improvement of higher education. Most new colleges, for instance, will be established in urban areas, their students will live at home, and thus the artificiality of a separate college community, which divorces education from life, will be avoided. Financial pressures will force colleges to look kindly upon audio-visual aids. "Experiment after experiment proves the value of films, of radio, of television. . . for performing certain educational tasks economically and effectively. Yet, the regular bugaboo continues to be raised that. . . the quality of education is bound to be lowered by the use of these media." Even small, private colleges can benefit from their increasing financial burdens, for these burdens will induce them to form regional associations for pooling their resources. "By such organization they will often add great strength to themselves collectively, for they will make fullest use of the most superior qualities of their individual programs and faculties."

Just as the problems of increasing enrollments and rising costs paradoxically create conditions for strengthening education, so the recent developments in science and in international affairs, however alarming, also provide colleges with new incentives for improving their programs. These developments are leading, for instance, to a growing realization among scientists and humanists that, since their fates are intertwined, they must learn more about one another's disciplines and encourage their students to achieve a similar balance between the sciences and the humanities. Gould calls in particular for what he terms "education for a global view," by which he means, not only an expansion of modern language programs, but an intensification of the study of non-Western cultures. "Our procrastination in learning something about the Russian people . . . is bad enough; to continue such procrastination in regard to India, the Middle East, the Near East, or China is even worse."

Finally, the book takes its title from Gould's belief that, besides assembling resources for conveying knowledge, a college should develop a "spiritual dimension" for inculcating such things as vision, dominating purpose, magnanimity, and faith—in a word, wisdom.

In judging the merits of this book, the reviewer who wishes to be realistic must keep certain things in mind. First of all, its various chapters were

originally addresses delivered before college assemblies and professional groups, where the aim is to stimulate without vexing or perplexing. Secondly, the book records Gould's utterances as a college president, a position which places further limitations on pungency of expression, specificity of ideas, and novelty of thought. Gould believes that a college president should exercise "educational leadership." The trouble is that a president must also do such other things as govern an academic community of diverse and conflicting interests and mediate between that community and the public at large. As a necessary result, he usually expresses his opinions in general terms, resorts frequently to a judicious balancing of propositions, encourages trends which have already acquired strength, and roots his recommendations in generally accepted values. Gould's speeches reveal the influence of his particular circumstances. Within the framework established by those circumstances, however, they represent an earnest and able attempt to make educational policy coordinate, in a president's concern, with administration, fund-raising, and public relations.

MORTON CRONIN
Los Angeles State College

Under the concept of the professional man in professional surroundings, no university can be considered a factory, a business association, or a proprietary corporation of any kind. Administrators who are so pathetically shortsighted as to arrogate to themselves the authority of the Big Boss—and such there are, even under the ivy of academic halls—need repeatedly to be reminded that their assumption of authority, which most faculty members are ready to grant in broad principle, inexorably works both ways: if their institution sinks in the scale to where its professional standards are worthless, the responsibility can rest only upon the "legally constituted authority." Every act of intimidation, every arbitrary invasion of professional responsibility lodged properly with the faculty, every repressive measure against the materials of the curriculum, removes from the faculty just so much more of any blame for the disastrous results which rapidly accumulate. Against such a background, a charge of "noncooperation" is a manifest absurdity. The only kind of "cooperation" worthy of the name must be based upon a clear recognition of the nature and status of the professional man. Without it, there can be only the slow (or perchance the rapid) decay that tyranny inevitably breeds; and the most magnificent outward shell, let it cost as many millions as it will, must be debased and desolated to a Parsee tower of silence, useful only to the dead.

From "The Dusty Artisan," by Joseph Jones, *Bulletin*, Autumn, 1947, pp. 430-31.

Organizational Notes

Activities of Staff, Officers, and Association Representatives

President Bentley Glass was elected recently to the National Academy of Sciences and to the American Academy of Arts and Sciences. He has been appointed to the Science Advisory Committee of the Advisory Council of the Democratic Party and to the Chairmanship of the Biological Sciences Curriculum Study of the American Institute of Biological Sciences. He met with the following Association Chapters on the dates indicated: Beaver College, March 17; Bryn Mawr College, March 23; University of Rhode Island, May 2; and Colorado College, July 16. On April 15, he addressed a convocation at Morgan State College on the subject "Academic Freedom—Academic Freedom Week." On May 25, he attended the State Department Conference on Foreign Affairs in Washington, and on June 26, he addressed the Sesquicentennial Conference at Miami University on the subject "Schools for the Future."

In May, Vice-President Glenn R. Morrow was the guest speaker at the annual dinner meeting of the Dickinson College Chapter.

Ralph F. Fuchs, the Association's Counsel, served as lecturer at the Salzburg (Austria) American Studies Seminar, July 17–August 15.

Mr. Fidler was guest speaker at dinner meetings of the Drew University Chapter on May 14 and the Franklin and Marshall College Chapter on May 15. On June 11, at Mount Vernon Junior College, he addressed a workshop of the Junior College Council of the Middle Atlantic States on the subject, "New Insights in Instruction." On June 24, Mr. Middleton was guest of the Association of College and Research Libraries at a dinner held at the Sheraton-Park Hotel, Washington, D. C. Mr. Middleton attended the Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession, held in Washington, D. C. from July 31 to August 7, as an observer for the International Association of University Professors and Lecturers. Mr. Davis spoke at a meeting of the Howard University Chapter on May 28; another speaker on this occasion was Professor George Boehrer (History) of Georgetown University, who discussed the work of the District of Columbia Conference. Mr. Joughin was the speaker at a meeting of the Yeshiva University Chapter on May 11.

Mr. Joughin attended a June 18–21 Fulbright "terminal conference" at Providence, Rhode Island, and delivered an address on "The Professor in Public Life in the United States." These conferences bring together American educators and Fulbright scholars from other countries completing a year's teaching or research in American colleges and universities. The 1959 conference was sponsored by Brown University, which was host to the group, and the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils.

Professor Bernard F. Haley (Stanford University), a member of the Council, was the speaker at two recent chapter meetings: a group meeting

on May 15 of the Monterey Peninsula College Chapter, the Army Language School Chapter, and the Naval Postgraduate School Chapter; and a meeting of the San Jose State College Chapter on May 26. In May, Professor Ian Campbell (California Institute of Technology), a member of the Council, addressed a meeting of the Los Angeles State College Chapter, which had as its guests Association members at George Pepperdine College, Long Beach State College, and Santa Ana College. Professor W. Preston Warren (Philosophy) of Bucknell University was the Association's representative at the inauguration of Dr. Gustave Walter Weber as President of Susquehanna University on May 22.

New Chapters and Conferences

Since publication of the Summer, 1959 *Bulletin*, Association chapters have been established at the following institutions: California State Polytechnic College (Kellogg-Voorhis Campus); Danbury State Teachers College; Drury College; Hollins College; Humboldt State College; Inter-American University of Puerto Rico; Tennessee Wesleyan College. During the academic year 1958-59, forty-six new chapters were established, three were reactivated, and six deactivated, bringing the present total to 591.

Association members met at Middle Tennessee State College on May 9 to establish the Tennessee State Conference. Other conferences are presently being organized in California, Florida, and Minnesota.

1959-60 Membership Campaign

Chapters are again urged to make early plans for their membership campaigns and to attempt to reach all faculty members and graduate students eligible for Association membership. The Washington Office is prepared to support the chapter campaigns by sending letters of invitation at chapter direction, and by supplying copies of covering letters which have been used successfully during chapter campaigns in the past.

Distinguished Service Award

Professor Bower Aly (Speech, University of Oregon), newly appointed Chairman of the Association's Committee D on Accrediting of Colleges and Universities, has been presented a Distinguished Service Award by the National University Extension Association. The award, presented at the association's 44th annual convention, held in Syracuse on April 28, was in recognition of Professor Aly's twenty-six years of service as Executive Secretary and Editor of the Committee on Discussion and Debate Materials, a section of the Association. The committee publishes a handbook, of which Professor Aly is Editor, for use by high school students taking forensics work.

Resolution of University of Virginia Chapter

On May 1, the University of Virginia Chapter unanimously adopted the following resolution in recognition of the approaching retirement of President Colgate W. Darden, Jr.:

RESOLVED, that the University of Virginia Chapter of the American Association of University Professors, believing that it expresses the sentiment of the entire faculty of this University, desires on the eve of Mr.

Darden's retirement from the Presidency to convey to him its gratitude for his record of twelve years of scrupulous adherence to the principles of academic freedom and tenure and constructive effort to improve the conditions of academic employment and above all for the sense of security which the academic community has derived from the knowledge that the President is a man who understands that a great university can fulfill its function only if its faculty members are free to pursue the truth without fear or favor.

RESOLVED, FURTHER, that the outgoing and incoming officers of this Chapter present this resolution to Mr. Darden in person and that the Secretary send a copy to the Rector and Visitors for the archives of the University and furnish copies to the press.

Committee Appointments

Committee C on College and University Teaching, Research, and Publication: John W. Gustad (Psychology), University of Maryland.

Committee D on Accrediting of Colleges and Universities: Bower Aly (Speech), University of Oregon, *Chairman*.

The Bulletin

PERMISSIONS

Since publication of the Summer, 1959 *Bulletin*, permissions have been granted to reproduce the following *Bulletin* materials:

A portion of "Students Are Supposed to Be Dumb," by Morton Cronin (Summer, 1955), to be duplicated for use in a college's English course.

"The ROTC on the Campus," by Gene M. Lyons and John W. Masland (Winter, 1958), to be duplicated for use by the Department of the Navy.

Excerpts from "The Role of Regional Meetings in the Work of the Association," by James Holladay (Autumn, 1954), and "Selection and Retention of Faculty Members," by E. H. Sturtevant (October, 1939), to be used in a book on the future of public education in the United States.

"The Elements of Statistical Confusion, Or: What Does the Mean Mean?," by William Bruce Cameron (Spring, 1957), to be used, in part or in whole, in a book of readings in sociology.

APOLOGY AND CORRECTIONS

In the Summer issue, 1959, on the *Officers and The Council* page, in the listing of Council members elected in April, 1959, the name of James A. Storing, Professor of Political Science at Colgate University, appears as James A. Strong. It is spelled correctly in a similar listing on p. 275.

Harold C. Krogh, Associate Professor of Business Education at the University of Kansas, is the author of "Faculty Retirement and Insurance Programs in Midwestern Universities" (pp. 203 ff.), but in his by-line his name appears as Harold C. Krough. It is spelled correctly on two other pages, *Contents* and *Contributors to This Issue*.

As soon as we discovered the errors, we wrote notes of apology to Professors Storing and Krogh, and—for the many who know them—we repeat that apology here. Since both the galleys and the page proofs approved in the *Bulletin* Office showed the names correctly spelled, the errors puzzled us. Our printer has stated that these and other obvious typographical errors, in-

cluding the misspelling of four common words, were partly attributable to an accident in the printing plant in which an entire form of 32 pages was pied. Proof of the reset pages was not submitted to us, and errors made in the resetting of those pages and certain other lines were not detected by final proof-readers in the plant.

Another regrettable error appears on p. 191, in Appendix I of "Academic Salaries." There, the symbols indicating salary data for Texas Technological College should be PNA ****⁴⁸, meaning an AAUP Chapter report was made, but publication was not authorized, fringe benefits were not included, and a late correction or addition was not reflected in the text of the report. As published, the omission of one asterisk in the symbols distorted the meaning. Though this line was marked on the page proof for correction, that correction was not made by the printer.

On subjects appealing to humanitarian sympathies, some scholars are impelled to turn partisan for fear that they may be regarded as conservative or even reactionary. In an effort to assert their freedom, they exaggerate their statements beyond the point supported by the evidence at hand. Occasional exaggerations of this sort are not too high a price to pay for insurance that scholars and teachers have a sense of freedom. But it may not be amiss to point out that there is a difference between habitual conservatism and the open-minded, critical honesty which should characterize a scholar and which must accompany a fruitful search for truth in any field. A conservative, adopting Hamlet's reasoning, is reluctant to face the prospect of change because he is fearful of the resulting uncertainty. It is a fundamental attitude of the scholar, on the other hand, to challenge that which is and gladly to acquiesce in any departure therefrom which after due examination seems likely to comport better with truth. In fact, a scholar is apt to be an apostle of change. He is not a conservative, because he requires the things he calls in question to be susceptible of some other defense than the mere sanction of time. He seems to be a conservative to the superficial, only because he insists upon making tests in search of truth and upon formulating his statements in restrained language and is not deluded by the easy generalizations of evangelists who seek to compass an immediate millennium.

From "Academic Freedom and Tenure—Report of Committee A," Bulletin, February, 1939, pp. 41-42.

Educational Developments

A. Economic Status¹

Office of Education Publishes Salary Data

The United States Office of Education has issued a report entitled *Higher Education Planning and Management Data, 1958-59*. It contains chapters on the salaries of administrative officers, deans, and instructional staff, and on charges for tuition, fees, room and board, at the surveyed institutions. In the instructional salary study, a total of 64,901 faculty members on a nine-to-ten month basis in four-year colleges and universities are represented. It shows that the average salary for the full professor in privately controlled institutions rose 15.6 per cent from 1957-58 to 1958-59; that is, from an average of \$7360 to \$8510. In publicly controlled institutions the rise for the full professor was only 6 per cent, from \$8530 to \$9040, but most State-supported institutions have a biennial budget, and the majority of State legislatures did not meet in 1958. The percentage increase for all ranks combined was 11.4 in private, and 4.8 in public institutions; the increase in private institutions was from \$5700 to \$6350; it was from \$6470 to \$6780 in public institutions. The percentage increase for all ranks combined in both public and private institutions was 7.6. This rate of increase, if maintained each year, would provide for the doubling of salaries in ten years.

This study is being continued. On July 7, copies of the questionnaire, "Higher Education Planning and Management Data, 1959-60," were sent to the business managers of all colleges and universities in the country. It is expected that a report of this study, the third of its kind in as many years, will be ready for distribution in January, 1960. The study is under the direction of W. Robert Bokelman, Chief, Business Administration Section, Division of Higher Education, Office of Education.

Many salary committees of faculties and chapters of the Association, as well as the Association's Committee Z on the Economic Status of the Profession, have found the previous salary studies of the Office of Education to be invaluable.

Bigger Alumni Funds

It is stylish for alumni fund appeals to break previous records. Yale University's 1958-59 alumni fund campaign set a national record. It yielded \$2,140,131. The sum was contributed by more than 33,000 alumni and friends. Officials of the fund believe that this is the first time that contributions to such an annual, unrestricted fund appeal of any college or university had exceeded \$2,000,000. The largest single gift, \$230,000, was made by the

¹ Compiled by Harold N. Lee (Newcomb College, Tulane University), the Economic Developments Reporter of the *Bulletin*.

class of 1934 at its twenty-fifth reunion. This was a record for any reunion class. Last year, the Yale fund campaign raised \$1,850,037.

The alumni and friends of Cornell University gave the record sum of \$1,008,610 in the twelve months ending June 30. This was more than \$100,000 above the amount raised last year. ¶The Smith College class of 1934 gave \$101,000 as its twenty-fifth reunion gift. Seventy-eight per cent of the 450 graduates of 1934 contributed. Contributions to the Smith alumni fund for the year totaled \$615,000. The sum will be used to raise faculty and administrative salaries. ¶The University of Chicago alumni fund received \$1,006,850 this year from 11,255 alumni. This total was the largest in the history of the University except during a special capital improvement campaign in 1956. ¶New York University's alumni fund campaign, which ended June 30, brought in \$503,397, contributed by 20,555 alumni.

Council for Financial Aid to Education

By the academic year 1969-70, American colleges and universities will need \$9 billion a year. This amount can be obtained without greatly increasing tuition charges, according to a study entitled *Where's the Money Coming From?* published by the Council for Financial Aid to Education. Income from tuition in 1957-58 was \$904 million. The Council's estimate of income from the same source in 1969-70 is \$1890 million, an increase of 102 per cent, but this increase will be largely accounted for by a 78 per cent increase in enrollments. During the last fifteen years, voluntary gifts and grants to higher education have increased 715 per cent. Income from state governments has increased 520 per cent; from tuition and fees, 485 per cent; and from local governments, 394 per cent. That the needed \$9 billion can be raised is based on the premise that the national income will continue to increase and that the sources of support will continue to add to their annual investment in higher education. Between 1953 and 1958, this investment grew at an estimated annual rate of 12.3 per cent. Between 1958 and 1970, an annual increase of only 6.7 per cent would be needed to reach the necessary total of \$9 billion.

Ford Foundation Grants

On July 2, the Ford Foundation announced grants of \$6,317,000 to ten colleges and universities for teacher-training programs. This amount is in addition to the \$9,161,210 granted to nine other colleges and universities for the same purpose (*AAUP Bulletin*, Summer issue, p. 306). The benefiting institutions and the amounts of the July grants are as follows: Bucknell University, \$105,000; Central Michigan College, \$750,000; Cornell University, \$808,550; The Johns Hopkins University, \$841,650; Michigan State University, \$585,000; New York University, \$825,000; University of North Carolina, \$326,500; University of Southern California, \$660,000; Vanderbilt University, \$615,300; Wayne State University, \$800,000.

In June, the Foundation announced the award of 131 fellowships in business administration and economics to graduate students and teachers at thirty-eight universities for the academic year 1959-60. The awards fall into three categories: predoctoral fellowships, dissertation fellowships, and faculty research fellowships. An appropriation of \$750,000 was made to continue the fellowship program in 1960-61.

In addition, the Foundation has announced grants to the following col-

leges and universities to assist research and training in economics and business administration: University of California (Berkeley), \$100,000; Massachusetts Institute of Technology, \$250,000; Northwestern University, \$250,000; Purdue University, \$250,000; Williams College, \$423,000.

The Foundation also made a grant of \$190,000 to Cornell University to enable industrial-relations and personnel experts to study retirement policies and pre-retirement counseling programs. Twenty colleges and universities received smaller grants totaling \$550,000 to stimulate faculty and student research on public affairs.

State Legislatures Increase Appropriations

A number of State legislatures have met in 1959 and have made appropriations on a biennial basis for their institutions of higher education. The increase in the appropriations which have been reported averages about 20 per cent. Indiana's appropriation of approximately \$96 million is about 25 per cent larger than that of 1957; it is allotted to four state colleges and universities. Missouri appropriated \$51 million, which is 22 per cent higher than the appropriation of 1957. Tennessee has appropriated \$34 million to seven institutions, an increase over the 1957 appropriation of about 16 per cent. A number of states which make annual appropriations have also increased the sums. Kansas appropriated \$25 million, a sum nearly 18 per cent higher than that of two years ago. Arizona's appropriation for three institutions is 45 per cent higher than in 1957; it is nearly \$14 million. Nevada has allotted \$3.6 million for the operation of its state university, an increase of more than 50 per cent over that allotted one year ago. The university system of California is offering an \$18 million bond issue for building construction; and the Texas state institutions are offering a \$10 million bond issue.

Booming Development Funds

Princeton University has received a total of \$10,191,000 in gifts and commitments during the first four months of its campaign, "Fifty-three Million Dollars for Princeton University." That total does not include a gift of \$223,086 made by the class of 1939 at its twentieth reunion. ¶The goal of \$17,000,000 in the two-year capital gifts appeal of Dartmouth College has been exceeded. The largest gift was an anonymous one of \$1,000,000. The drive was the first phase of a program designed to meet Dartmouth's major needs by 1969, its 200th anniversary. ¶Connecticut College has raised \$1,450,000 toward its goal of \$3,100,000 in its fiftieth anniversary fund drive. ¶The building campaign fund of Northeastern University had received \$1,510,108 as of May 1. The original goal was \$1,500,000. ¶The Marietta College 125th Anniversary Development drive has received \$1,045,000 toward the goal of \$1,300,000 which the College hopes to reach by February 14, 1960, the 125th anniversary date. The William G. Selby and Marie Selby Foundation granted \$400,000 of the total. ¶Contributions to the four-year Development Program of Carleton College reached more than a quarter of the goal of \$10,000,000 in seven months. By June 8, \$3,000,681 had been contributed. This total includes a gift of \$750,000 from an anonymous member of the Carleton Board of Trustees. ¶By the end of April, gifts to the Program for Harvard College had reached \$61,073,424 toward the goal of \$82,500,000. Of this total approximately \$1,000,000 was received during March and April

United States Steel Foundation Grants

Grants of \$2,350,000 for 1959-60 have been announced by the United States Steel Foundation, which was established by the United States Steel Corporation in 1953. The new grants total \$350,000 more than the Foundation allotted for the present year, with \$667,000 allotted as operating grants. The Foundation says of these that it "expects that the recipient institutions will apply most of the sums to faculty and staff salaries, or for improved administration—but all of the operating grants are unrestricted." Capital grants amount to \$1,000,000. Major categories of the other Foundation grants are: teaching aid, \$180,000; fellowships (student aid), \$190,000; project aid, \$113,000; quality improvement (to the Council for the Advancement of Small Colleges), \$35,000; association support, \$80,000; and basic research grants, \$60,000.

Cornell University Building Program

Cornell University has embarked on the biggest construction program in its history, with at least seven major buildings to be under construction during the coming year. Their total cost will be \$16,600,000. They include a civil engineering building to cost \$2,000,000, the gift of Spencer T. Olin, alumnus and trustee; and a \$500,000 aeronautical engineering building, the gift of Leroy Grumman, alumnus and trustee. A new research library will be built at a cost of \$5,700,000, contributed by alumni and other friends of the University. In addition, the State of New York will provide four new buildings at Cornell for its State Colleges of Agriculture and Veterinary Medicine, and for its School of Industrial and Labor Relations. Those three institutions are component units of both Cornell University and of the State University of New York.

University of Wisconsin Receives NSF Grants

Two grants, totaling \$669,985, have been made to the University of Wisconsin by the National Science Foundation. Of the two, the larger grant of \$556,985 is to furnish salaries, equipment and operation costs for oversnow traverse in the geophysics phase of the Antarctic Research Program. The second grant, of \$103,000, is to assure the continuation of efforts to determine the extent, depth, and fundamental structure of the earth's crust.

New Engineering Building for Carnegie Tech

The Carnegie Institute of Technology has announced a gift of \$1,250,000 from the Sarah Mellon Scaife Foundation for a new engineering building. To be known as the Alan M. Scaife Hall of Engineering, it will make possible the further expansion of graduate work and research in physics and metallurgical engineering. It will also make possible increased enrollment in graduate studies.

Potpourri

St. Lawrence University has announced a rise in faculty salaries to a top level of \$12,000. This figure represents a jump of \$2500. . . Basic teaching salaries in engineering schools rose 13.5 per cent between 1956 and 1958, according to a report of the Engineers Joint Council. . . Harvard University

has received a grant of \$285,000 from the Rockefeller Foundation for the support of a research and training program in science and public policy. . . . Lafayette College has announced an increase in tuition from \$1000 to \$1200, effective September, 1960. . . . The American Bankers Association will donate \$600,000 to Rutgers University. . . . Bryn Mawr College has announced that, for the fourth consecutive year, gifts and legacies have totaled more than \$1,000,000. The amount received during the past year was \$1,135,078. The total for the last five years was \$7,260,000. . . . The National Science Foundation expects the nation's universities to receive more than \$400 million for research during the coming year. . . . The University of Rochester has received a grant of \$100,000 from the Carnegie Corporation to expand its interdepartmental Non-Western Civilizations Program. . . . Upsala College will receive \$1,000,000 from the Christian Higher Education Fund of the Augustana Lutheran Church of the United States and Canada. . . . Tulane University has received a grant of \$1,000,000 from the General Education Board toward support of the University's program of graduate education. . . . President McIntosh of Barnard College has announced that the gifts to the College in 1956-58 made up the largest amount ever given to Barnard during a two-year period. The sum was \$3,910,453. . . . A gift of \$1,000,000 in securities has been made to the College of Wooster by an anonymous donor. It is the largest single gift in the history of the College. . . . The Rockefeller Institute, which has recently been made into a graduate university, has received a bequest of \$1,000,000 from the estate of the late Sophie D. Fricke. . . . A \$225,000 grant from the Russell Sage Foundation will enable the Stanford Medical School to establish a teaching and research program that will combine the social sciences and medicine. . . . Bard College will receive approximately \$100,000 from the estate of John L. Given, Jr. . . . De Pauw University is opening the second phase of its development drive. It hopes to raise \$2,000,000 to increase faculty salaries and to provide capital improvements. . . . The University of Chicago will spend \$49,500,000 for buildings and other improvements in the next five years. . . . Mrs. Thornton Alexander, daughter of an 1853 graduate of Mount Holyoke College, has bequeathed more than \$100,000 to the College for scholarships. . . . The Council for Financial Aid to Education, which has carried on an advertising campaign since 1957 for support for the nation's colleges and universities, has announced that the campaign will continue for another three years. . . . The Westinghouse Educational Foundation has announced that it will donate equipment worth \$1,625,500 to colleges and universities during the coming year.

The American Alumni Council reports that sixty-nine corporations in many fields are matching the gifts their employes make to colleges and universities. . . . Finch Junior College has started a \$5,400,000 development campaign for faculty salaries, endowment funds, and building improvements. . . . Most of the estate of John B. Bezazian, estimated at more than \$500,000, will go to the Illinois Institute of Technology and to Oberlin College to establish scholarships for worthy students.

The 1958 budgets for institutions of higher education in the United States topped \$3,700,000,000 excluding auxiliary services and student aid, according to the U. S. Office of Education. In addition, \$800,000,000 was spent on buildings and \$100,000,000 on equipment.

B. Other Developments

New Program for Teacher Certification by Examination

The University of Wisconsin School of Education recently announced approval of a program for teacher certification by examination. Under this program the University's undergraduate and graduate students will no longer be required to take education courses in order to obtain a teaching certificate if they can demonstrate classroom ability and if they successfully complete a series of written tests. A faculty committee, headed by Professor Walter A. Wittick of the School of Education, representing the several departments of the College of Letters and Science and the Department of Education, was responsible for development of the proposal which was unanimously approved by the School of Education faculty.

Designed to be "flexible and comprehensive to meet legitimate certification demands in various teaching areas," the program will be under the administration of Dean Lindley J. Stiles in cooperation with deans and chairmen of the departments involved. The program of examinations will be coordinated by Associate Dean Paul W. Eberman. Responsibility for actually examining teacher certification candidates in the field of liberal education will rest with the College of Letters and Science, while their examination in the teaching fields will be the responsibility of the appropriate subject departments.

The required written examinations will cover liberal education, subject fields to be taught, courses required by statute, and professional education. Permission to take tests will be based on standards for entrance into the School of Education. Departments will be encouraged to use examinations for which comparable scores are available for students in the teacher training program of the School of Education. Nationally standardized examinations may be used as a supplement. Examinations in liberal education may be taken any time after admission to the University, while portions of all of the tests on professional education and the teaching fields will be taken after the student has achieved junior standing. Demonstration of teaching competence, the final step in the program, will be directed by the regular University supervisors of student teaching.

Individuals who have successfully passed the tests and who have obtained their baccalaureate degree will be recommended by the Office of the Associate Dean of the School of Education for certification by the State Department of Public Instruction.

According to Dean Eberman, the program is designed to "attract the highest-quality undergraduate and graduate student into teaching careers." The plan is "not an easy road to a teaching career. . . . Standards for examinations and teaching performance will be set at a level equal to or greater than the average of students who complete the regular course requirements."

New Book on Education of Women

The American Council on Education recently published *The Education of Women—Signs for the Future*. The book is based on a conference sponsored by the Council, with President Katharine E. McBride, Bryn Mawr College, as chairman, to consider the special place of women in today's world and to evaluate some recent research on the subject. It includes an extensive

bibliography and covers such topics as the attitudes of adolescent girls toward higher education, factors affecting decision as to college attendance, and motivation of those who give evidence of the possibility of high achievement.

The Council's concern in this field began in 1919 with appointment of the Committee on Training of Women for the Professions. In 1951, the Council sponsored the National Conference on Women in the Defense Decade; in 1953, it established the present Commission on the Education of Women. Mrs. Opal D. David, Director of the Commission, is editor of the book.

Copies may be obtained from the Publications Division of the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., at \$2.00.

National Science Foundation Cooperative Graduate Fellowships

As one means of promoting the progress of science, the National Science Foundation plans to award approximately 1000 Cooperative Graduate Fellowships in science during the academic year 1960-61. This program is in addition to the Foundation's regular graduate fellowship program and differs from that program in that it provides for a broadened base of university participation, especially with respect to selection of fellows for the program. Awards will be announced to the cooperating institutions by the Foundation on March 15, 1960.

These fellowships will be awarded in the mathematical, physical, medical, biological, and engineering sciences, including anthropology, and psychology (excluding clinical psychology), and in the following social sciences where they conform to accepted standards of scientific inquiry by fulfilling the requirements of the basic scientific method as to objectivity, verifiability, and generality: geography, mathematical economics, econometrics, demography, information and communication theory, experimental and quantitative sociology, and the history and philosophy of science. Also to be included are interdisciplinary fields which are composed of overlapping fields among two or more sciences (biochemistry, for example). Awards will not be made to individuals for study in a program leading to the M.D. degree nor for a course of study designed to prepare them for careers in medical practice or other clinical fields; however, applications will be accepted from those who intend to obtain advanced training in one of the medical sciences directed toward a career in research or teaching.

National Science Foundation Cooperative Graduate Fellowships will be awarded on the basis of ability to any persons who (1) will be citizens of the United States on March 1, 1960, (2) have demonstrated ability and special aptitude for advanced training in the sciences, and (3) have been admitted to graduate status by the participating institution they select, or will have been so admitted prior to beginning their fellowship tenures.

Applications for Cooperative Graduate Fellowships must be received by November 6, 1959 by the dean of the Graduate School of the participating institution which the applicant expects to attend. The tenure of a Cooperative Graduate Fellowship may be selected by the fellow to include either one regular academic year of two semesters (or three quarters) or a full year consisting of the regular academic year plus a full summer session. The granting of a Cooperative Graduate Fellowship implies no commitment concerning its renewal. There is no limit, however, on the number of times an applicant may reapply if he continues to meet the eligibility requirements.

The annual stipend for Cooperative Graduate Fellows will be \$2200. This will be paid to the fellows by the participating institutions, acting as the agents of the National Science Foundation. Fellows electing a tenure of an academic year will receive nine-twelfths of the annual stipend. A financial arrangement between the Foundation and the participating institutions will provide for payment of the fellows' tuition and fees by the Foundation.

Application materials for National Science Foundation Cooperative Graduate Fellowships may be obtained from the dean of the Graduate School of a participating institution or from the Fellowships Section, National Science Foundation, Washington 25, D. C. A printed folder, which can be obtained from the Foundation, lists 153 institutions approved for participation in the program.

Survey of Columbia University Graduate Students

The Columbia University Press, supported by the Fund for the Advancement of Education of the Ford Foundation, recently published a survey of 30,000 graduate students who attended Columbia's graduate faculties of Political Science, Philosophy, and Pure Science between 1940 and 1956; a small sample of students who attended between 1920 and 1940 was taken also. The survey was prepared by Dr. Hans Rosenhaupt, former graduate admissions officer at Columbia and now Director of The Woodrow Wilson National Fellowship Foundation. Dr. Rosenhaupt points out that "the need for college teachers is already so great that the output of our graduate schools fails to meet the demand." To meet that demand, he declares, graduate schools must know more about their students before they can undertake any reforms. Dr. Rosenhaupt states that Columbia was selected for the survey because it offered an opportunity to study a large number of students with varied backgrounds and educational programs, and because the University tolerates a wide range of policies in its graduate faculties, allowing interesting comparisons of methods and their effects on the students.

Dr. Jacques Barzun, Dean of Faculties and Provost at Columbia, says of the Rosenhaupt survey: "This being the first survey of a really sizable group of graduate students, this study of their antecedents and university career should be of great importance to all those who are now reviewing or recasting graduate instruction. I believe the facts that Dr. Rosenhaupt and his associates have marshalled are broadly representative and full of meaning."

Survey of Need for Retired Military Officers as College Teachers

A survey has been undertaken by the American Council on Education to determine the present utilization of, and potential demand for, retired military officers in colleges and universities. Questionnaires have been sent by President Arthur S. Adams to the heads of all institutions of higher education in the United States.

This study has been undertaken at the request of the Defense Advisory Committee on Education in the Armed Forces. The belief has been expressed in various quarters for some time that retired officers constitute an inadequately tapped resource for qualified college teachers, research workers, and administrators.

A recent poll by the Department of Defense reveals that there are approximately 24,000 officers, within four years of retirement, who are interested in teaching. Approximately 3600 of these officers now have the mas-

ter's degree, and approximately 1100 others have the doctor's degree. Ninety-six per cent of all officers responding have indicated a preference for teaching at the high school or college level. A large percentage of these officers will be under fifty years of age upon retirement.

It is anticipated that the results of the survey will indicate the general attitude of college and university administrators toward the acceptability of retired military personnel for positions in higher education, will show approximately the extent of the demand at present and in the next five years, and will suggest what new procedures may be needed to inform military personnel of possible openings and of special preparation they should undertake to become fully qualified.

Fulbright and Inter-American Cultural Convention Scholarships

About 900 Fulbright scholarships for graduate study or pre-doctoral research in twenty-seven different countries will be available for the academic year 1960-61. In addition to the Fulbright awards, scholarships for study in Latin America under the Inter-American Cultural Convention are also offered for 1960-61.

The Fulbright scholarships cover travel, tuition, books, and maintenance for one academic year. Countries participating in the program include Argentina, Australia, Austria, Belgium and Luxemburg, Brazil, Burma, Chile, China, Denmark, Ecuador, Finland, France, Germany, Greece, Iceland, India, Iran, Italy, Japan, Netherlands, New Zealand, Norway, Peru, Philippines, Spain, Turkey, and the United Kingdom. Awards for study in Ireland are also available under an arrangement similar to the Fulbright program.

The IACC program makes one or more awards available for graduate study in the following Latin American countries: Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, and Venezuela. IACC scholarships cover transportation, tuition, and partial to full maintenance.

General eligibility requirements for both categories of awards are: (1) United States citizenship at time of application; (2) a bachelor's degree or its equivalent; (3) knowledge of the language of the host country sufficient to carry out the proposed study project and to communicate with the people of the country; and (4) good health. A good academic record and demonstrated capacity for independent study are also necessary. Preference is given to applicants under thirty-five years of age who have not previously lived or studied abroad.

Applicants will be required to submit a plan of proposed study that can be carried out profitably within the year abroad. Those who plan to take dependents may be asked to submit a statement of their financial ability to provide for their round-trip transportation and maintenance.

Applications for Fulbright and IACC scholarships for 1960-61 will be accepted until November 1, 1959. Requests for applications must be postmarked before October 15. Those interested who are now enrolled students at a college or university should consult their campus Fulbright advisers. Others may write to the Information and Counseling Division, Institute of International Education, 1 East 67th Street, New York 21, New York.

Wisconsin Attorney General Befriends Academic Freedom

Attorney General John W. Reynolds of Wisconsin has issued a statement, addressed to the Board of Regents of State Colleges in Wisconsin, defining the official policy of his office with regard to violation of academic freedom. Mr. Reynolds says:

"In regard to the broader issues of academic freedom . . . I wish to make it crystal clear that I will not represent any of the state's colleges or the university in any case where the facts indicate that academic freedom is being violated.

Academic Freedom has many and widely divergent connotations and meanings, depending upon the circumstances and individuals concerned.

Among other things, it means to me the freedom of faculty members to teach the truth as they see it, and their freedom to express their views on public issues and on public officials, including the officials of the school, subject, of course, to such sanctions as may be imposed by the laws relating to libel, slander, obscenity, and the like.

In those cases where academic freedom in my judgment is being violated, I shall notify the Governor so that the school involved may obtain special counsel, and the Attorney General's office will enter those cases as a friend of the court on the side of academic freedom. I could not in good conscience do otherwise."

Homer D. Babbidge Named Assistant Commissioner

On June 1, Dr. Homer Daniels Babbidge, Jr. assumed his duties as Assistant Commissioner and Director of the Division of Higher Education in the Office of Education, Department of Health, Education and Welfare, succeeding Dr. Lloyd E. Blauch, who retired on May 31. Since October, 1958, Dr. Babbidge had been Director, Financial Aid Branch, Division of Higher Education. Immediately prior to that, he served for one year as an assistant to Marion B. Folsom, former Secretary of the Department of Health, Education and Welfare. He served from September, 1955, to August, 1956, as special assistant to Samuel M. Brownell, then Commissioner of Education.

Dr. Babbidge has been a lecturer in American studies at Yale, director of its Division of Financial Aids, and executive fellow of Pierson College at Yale, and has written on university administration for various publications.

Awards for Speeches or Articles on Public Leadership

Awards of \$1000 each for the three best speeches or articles on public leadership have recently been established by The Fund for Adult Education. The prize-winning articles and speeches will eventually be published in a single volume either by the Fund or commercially. Awards, to be given in each of the years 1959 and 1960, are designed to generate the best thinking on the nature of public leadership and on ways in which more adequate education can be provided to help prepare American leadership on every level of social, economic, and political organization to serve the general welfare.

For purposes of the awards, the term "leadership" encompasses the whole range of positions in which executive decisions and executive actions have public consequence. It includes elected and appointed executives in federal,

state, and municipal governments; corporation executives; members of boards of directors of national organizations; school board members and college trustees; foundation officials; labor leaders; leaders of political parties; executives serving abroad, either in governmental or private positions; *et cetera*. The award context excludes from consideration leadership whose force is primarily intellectual, spiritual, or artistic.

To be considered for an award, a copy of the talk or article should be sent to the Office of Information, The Fund for Adult Education, 200 Bloomingdale Road, White Plains, New York.

New Information on International Education Programs

Government Programs in International Education, a book of more than 250 pages, has been issued as the 42nd Report by the Committee on Government Operations of the House of Representatives. The principal author is Charles A. Quattlebaum, specialist in education on the staff of the Legislative Reference Service of the Library of Congress. Although a major section of the volume is a survey of the Government's own programs, there are also chapters on international programs to which the Government contributes, a historical survey of international education, and brief reports on programs of the U.S.S.R. and other countries.

As long as the supply lasts, copies may be obtained, without charge, from the Clerk of the International Operations Subcommittee, Committee on Government Operations, House of Representatives, Washington 25, D. C.

Studies of Educational Functions of Midwest Universities

The Carnegie Corporation of New York has made a grant of \$254,000 for studies of educational functions of the Big Ten universities (Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, Wisconsin) and the University of Chicago in the life of the Midwest and their importance to the total picture of higher education in the United States. The grant will be spread over a four-year period for operations established last year under a previous Carnegie Corporation grant of \$40,000. A research center to carry on studies which the institutions share in common has been established at the University of Illinois under the direction of Professor Henning Larsen. Projected studies will deal with planning for the future, including enrollment and admissions problems, and with the history and present status of coordination among state-supported institutions of higher education in the states represented.

New Booklet on Science Programs

A valuable booklet, "National Science Foundation Programs for Education in the Sciences," is now available. It includes descriptions of seven fellowship programs, four programs of institutes and conferences, and other programs directed toward improvement of scientific education in secondary schools and colleges. The significance of the total educational effort of the Foundation is indicated by the fact that the fellowships for 1959 are more than three times as numerous as those authorized under the National Defense Education Act.

Copies of the booklet may be secured, without charge, from the National Science Foundation, Washington 25, D. C.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, with dates of censuring, are listed below. Reports were published as indicated by the parenthesized *Bulletin* citations.

The Jefferson Medical College of Philadelphia (Spring, 1956, p. 75)	April, 1956
North Dakota Agricultural College (Spring, 1956, pp. 130-160)	April, 1956
Temple University (Spring, 1956, pp. 79-80)	April, 1956
Catawba College (Spring-April, 1957, pp. 196-224)	April, 1957
Alabama Polytechnic Institute (Spring, 1958, No. 1, pp. 158-169)	April, 1958
Dickinson College (Spring, 1958, No. 1, pp. 137-150)	April, 1958
Livingstone College (Spring, 1958, No. 1, pp. 188-191)	April, 1958
The University of Michigan ¹ (Spring, 1958, No. 1, pp. 53-101)	April, 1958
Southwestern Louisiana Institute (Winter, 1956, pp. 718-733)	April, 1958
Texas Technological College ² (Spring, 1958, No. 1, pp. 170-187)	April, 1958
Fisk University ³ (Spring, 1959, pp. 27-46)	April, 1959
New York University (Spring, 1958, No. 1, pp. 22-52; Autumn, 1958, pp. 663-664)	April, 1959

¹ By action of the Annual Meeting, April, 1959, the removal of censure is to take effect "if and when Committee A determines that the proposed [dismissal procedure] regulations have been perfected and adopted."

² Censure was voted specifically on the Board of Directors, and not on the institution's administrative officers.

³ Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

Membership

General Procedures

Membership in the American Association of University Professors is open to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate application blank, and send it to the Washington Office for the checking of eligibility. Lists of new members are sent to chapter and conference officers four times each year.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of applicants whose names are communicated to chapter officers on or before June 30 becomes effective as of January 1 of the current year. The membership of applicants whose names are communicated to chapter officers after June 30 becomes effective as of July 1 of the current year unless the applicant requests that his membership be made retroactive to January 1.

Membership by Application and Admission

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). Annual dues are \$8.00.

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active or Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$4.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00, and include a subscription to the *Bulletin*.

Continuing Membership

Once admitted, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated may do so by sending written notice of his wish to the Washington Office. In the absence of such notice, he is carried in the membership files for one calendar year following the last year in which he paid dues. Members who have not paid the current year's dues cease to receive the *Bulletin* after the Spring issue.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of application and admission again, but should write to the Washington Office asking to be reinstated. For present Association policy concerning reinstatement, see *Bulletin*, Spring 1A, 1958, p. 309.

New Members

From May 30, 1959 through August 29, 1959, 437 persons were admitted to Active membership and 19 to Junior membership.

INSTITUTIONAL DISTRIBUTION AND CHAPTER OFFICERS¹

The following symbols designate the four classes of members :

A, Active ; J, Junior ; (A), Associate ; E, Emeritus

- Abilene Christian College**, Abilene, Tex. A 3.
- Adams State College**, Alamosa, Colo. Beryl McAdow, *Pres.* George P. Merk, *Sec.* A 23; E 1.
- Adelphi College**, Garden City, N. Y. Donald N. Koster, *Pres.* Anton M. Huffert, *Sec.* A 69; J 1; E 1.
- Adrian College**, Adrian, Mich. A 2.
- Agnes Scott College**, Decatur, Ga. A 5; E 1.
- Agricultural Mechanical and Normal College**, Pine Bluff, Ark. Auguste D. Bellegarde, *Pres.* Edneil E. Fuller, *Sec.* A 13.
- Air Force Institute of Technology**, Wright Field, Dayton, Ohio. A 13.
- Akron, University of**, Akron, Ohio. Hjalmer W. Distad, *Pres.* Lois E. Myers, *Sec.* A 72; (A) 3; E 5.
- Alabama Agricultural and Mechanical College**, Normal, Ala. William S. Edmonds, *Pres.* James Vinson, *Sec.* A 16.
- Alabama College**, Montealto, Ala. Maxine C. Davis, *Pres.* Rodney M. Baine, *Sec.* A 32; E 3.
- Alabama Polytechnic Institute**, Auburn, Ala. Paul Melius, *Pres.* Sidney L. Thompson, *Sec.* A 48; (A) 2; E 1.
- Alabama State College**, Montgomery, Ala. A 16.
- Alabama, University of**, University, Ala. James E. Wheeler, *Pres.* Frances Burell Rucks, *Sec.* A 215; J 13; (A) 10; E 1.
- Alaska, University of**, College, Alaska. Albert W. Johnson, *Pres.* Minnie E. Wells, *Sec.* A 31; (A) 2.
- Alberta, University of**, Edmonton, Alberta. A 4.
- Albion College**, Albion, Mich. Joseph C. Heston, *Pres.* Oscar F. Bale, *Sec.* A 38; E 2.
- Albright College**, Reading, Pa. Paul M. Leininger, *Pres.* A 16; (A) 1.
- Alcorn Agricultural and Mechanical College**, Lorman, Miss. A 5.
- Alderson-Broadbent College**, Philippi, W. Va. A 4.
- Alfred University**, Alfred, N. Y. David N. Johnson, *Pres.* Malcolm E. McIntosh, Jr., *Sec.* A 30; (A) 1; E 1.
- Allan Hancock College**, Santa Maria, Calif. A 1.
- Allegheny College**, Meadville, Pa. James F. Day, *Pres.* Agnes E. Painter, *Sec.* A 62; (A) 1; E 3.
- Allen University**, Columbia, S. C. A 4.
- Alliance College**, Cambridge Springs, Pa. Benjamin S. Benjaminov, *Pres.* A 10.
- Alma College**, Alma, Mich. Wesley C. Dykstra, *Pres.* Walton B. Myhrum, *Sec.* A 26.
- Alverno College**, Milwaukee, Wis. A 1.
- Amarillo College**, Amarillo, Tex. A 4.
- American College for Girls**, Istanbul, Turkey. A 1.
- American International College**, Springfield, Mass. Isadore Cohen, *Pres.* A 32; (A) 1; E 1.
- American River Junior College**, Del Pasco Heights, Calif. A 1.
- American University**, Washington, D. C. Samuel E. Burr, Jr., *Pres.* Dorothy H. Spitz, *Sec.* A 71; J 4; (A) 4; E 3.
- American University of Beirut**, Beirut, Lebanon. A 10.
- Amherst College**, Amherst, Mass. George B. Funnell, *Pres.* Elmo Giordanetti, *Sec.* A 90; (A) 1; E 2.
- Anderson College and Theological Seminary**, Anderson, Ind. Pichon P. Y. Loh, *Pres.* Vila Deubach, *Sec.* A 27; (A) 1.
- Annaburgh College**, Putnam, Conn. A 2.
- Antioch College**, Yellow Springs, Ohio. Herman Schnurer, *Pres.* A 19; (A) 1.
- Appalachian State Teachers College**, Boone, N. C. Isabel F. Jones, *Pres.* Donal R. Simpson, *Sec.* A 23.
- Arizona State College**, Flagstaff, Ariz. Rexer Berndt, *Pres.* William H. Lyon, Jr., *Sec.* A 39.
- Arizona State University**, Tempe, Ariz. Gordon L. Bender, *Pres.* E. Grant Moody, *Sec.* A 125; J 2; (A) 2; E 2.
- Arizona, University of**, Tucson, Ariz. Mitchell G. Vavich, *Pres.* Patricia P. Paylore, *Sec.* A 180; (A) 2; E 5.
- Arkansas Agricultural and Mechanical College**, College Heights, Ark. Edward Pfau, *Pres.* J. D. Moore, *Sec.* A 12.
- Arkansas Polytechnic College**, Russellville, Ark. Theodore R. Garrison, *Pres.* Henri D. Crawley, *Sec.* A 25; E 1.
- Arkansas State College**, State College, Ark. A 56.
- Arkansas State Teachers College**, Conway, Ark. A 2.
- Arkansas, University of**, Fayetteville, Ark. E. Philip Trapp, *Pres.* Mary I. Irwin, *Sec.* A 98; J 1; (A) 3; E 6.

¹ As of July 1, 1959, and not including members in unaccredited institutions or without institutional connections.

- Arkansas, University of (Medical Center), Little Rock, Ark. Earl D. Markwell, Jr., Sec. A 11; (A) 2.
- Arlington State College, Arlington, Tex. A 4.
- Art Institute of Chicago, School of the, Chicago, Ill. Leah Balsham, Sec. A 20.
- Asbury College, Wilmore, Ky. A 1.
- Asheville-Biltmore College, Asheville, N. C. A 1.
- Ashland College, Ashland, Ohio. A 4.
- Athens College, Athens, Ala. A 3.
- Atlanta University, Atlanta, Ga. A 4.
- Atlantic Christian College, Wilson, N. C. A 1.
- Augsburg College, Minneapolis, Minn. A 3; J 1.
- Augusta, Junior College of, Augusta, Ga. A 3.
- Augustana College, Rock Island, Ill. Lucien White, Pres. A 32; E 1.
- Augustana College, Sioux Falls, S. Dak. A 11.
- Aurora College, Aurora, Ill. A 1.
- Austin College, Sherman, Tex. A 1.
- Austin Peay State College, Clarksville, Tenn. A 3.
- Babson Institute of Business Administration, Babson Park, Mass. A 3.
- Baker University, Baldwin, Kans. A 4; (A) 1.
- Bakersfield College, Bakersfield, Calif. Adelaide Schafer, Pres. Betty R. Bird, Sec. A 23; (A) 1.
- Baldwin-Wallace College, Berea, Ohio. W. Grayson Lappert, Pres. Helen E. Reynolds, Sec. A 66; (A) 2; E 4.
- Ball State Teachers College, Muncie, Ind. William A. Sutton, Pres. Nada M. Gadbury, Sec. A 118; J 1; (A) 1; E 5.
- Barat College of the Sacred Heart, Lake Forest, Ill. Margaret J. Gilligan, Sec. A 14; E 1.
- Barber-Scotia College, Concord, N. C. A 1.
- Bard College, Annandale-on-Hudson, N. Y. W. E. Lensing, Sec. A 35; (A) 1.
- Bates College, Lewiston, Maine. Richard M. Briggs, Sec. A 17; (A) 2; E 1.
- Bay City Junior College, Bay City, Mich. Hugo E. Siehr, Pres. George H. Wilson, Sec. A 18; J 1.
- Baylor University, Waco, Tex. James E. Wood, Jr., Pres. Margaret E. Beeson, Sec. A 70.
- Beaver College, Jenkintown, Pa. Margaret S. Hinton, Pres. Ann B. Ackley, Sec. A 37.
- Belhaven College, Jackson, Miss. A 1.
- Belarmine College, Louisville, Ky. A 3; J 1.
- Belmont Abbey College, Belmont, N. C. A 1.
- Belmont College, Nashville, Tenn. A 3.
- Beloit College, Beloit, Wis. Harry R. Davis, Pres. Lysle H. Steele, Sec. A 31; (A) 3.
- Bemidji State College, Bemidji, Minn. A 4.
- Benedict College, Columbia, S. C. A 2.
- Bennett College, Millbrook, N. Y. A 1.
- Bennett College, Greensboro, N. C. A 4.
- Bennington College, Bennington Vt. A 9; (A) 1.
- Berea College, Berea, Ky. Frank J. Wray, Pres. A 38; (A) 1; E 1.
- Berry College, Mount Berry, Ga. A 12.
- Bethany College, Lindsborg, Kans. A 17; E 1.
- Bethany College, Bethany, W. Va. A 23; (A) 1.
- Bethany Nazarene College, Bethany, Okla. A 2.
- Bethal College, North Newton, Kans. A 3.
- Bethal College, McKenzie, Tenn. A 4.
- Bethune-Cookman College, Daytona Beach, Fla. A 10.
- Birmingham-Southern College, Birmingham, Ala. A 6.
- Bishop College, Marshall, Tex. A 3.
- Bishop's University, Lennoxville, Quebec, Canada. A 1.
- Black Hills Teachers College, Spearfish, S. Dak. A 3.
- Blackburn College, Carlinville, Ill. Jack A. Campbell, Pres. Warren S. Walker, Sec. A 20; (A) 1.
- Bluefield State College, Bluefield, W. Va. A 6; (A) 1.
- Boise Junior College, Boise, Idaho. Clisby T. Edlefsen, Pres. Harry K. Fritchman, II, Sec. A 20; E 2.
- Boston College, Chestnut Hill, Mass. William B. Hickey, Pres. Francis J. McDermott, Sec. A 21.
- Boston University, Boston, Mass. Sam Hedrick, Pres. Adema E. Mooth, Sec. A 141; J 3; (A) 1; E 10.
- Bowdoin College, Brunswick, Maine. Paul G. Darling, Pres. A 34; E 2.
- Bowling Green State University, Bowling Green, Ohio. Howard O. Brogan, Pres. Winifred V. Conaway, Sec. A 89; (A) 3; E 4.
- Bradley University, Peoria, Ill. Charles N. Micarelli, Pres. Arthur C. Evans, Jr., Sec. A 29; (A) 1; E 3.
- Brandeis University, Waltham, Mass. A 39; J 2; (A) 1; E 1.
- Brenau College, Gainesville, Ga. A 3.
- Brevard College, Brevard, N. C. A 5; (A) 1.
- Briarcliff Junior College, Briarcliff Manor, N. Y. A 1.
- Bridgeport, University of, Bridgeport, Conn. Ralph H. Pickett, Pres. James Fenner, Sec. A 40.
- Brigham Young University, Provo, Utah. A 11.
- British Columbia, University of, Vancouver, B. C. A 18; E 1.
- Brooklyn College, Brooklyn, N. Y. Samuel J. Hurwitz, Pres. Margaret K. Rowell, Sec. A 220; J 17; (A) 3; E 8.
- Brooklyn, Polytechnic Institute of, Brooklyn, N. Y. Frederick M. Beringer, Pres. Jerry Shmoys, Sec. A 75; (A) 1; E 1.
- Brown University, Providence, R. I. Hyatt H. Waggoner, Pres. David A. Kossoff, Sec. A 53; (A) 1; E 6.
- Bryn Mawr College, Bryn Mawr, Pa. Donald R. Brown, Pres. Gertrude C. K. Leighton, Sec. A 37; J 1; (A) 2; E 2.
- Bucknell University, Lewisburg, Pa. Mildred Martin, Pres. W. E. Jenner, Sec. A 36; (A) 2; E 1.
- Buena Vista College, Storm Lake, Iowa. A 2.
- Buffalo, University of, Buffalo, N. Y. Perry Bliss, Pres. Thomas E. Connolly, Sec. A 111; J 5; (A) 5; E 6.
- Butler University, Indianapolis, Ind. Harold E. Johnson, Pres. Robert C. Gilpin, Sec. A 75; (A) 4; E 1.

- California College of Arts and Crafts, Oakland, Calif. Helmut Hungerland, *Pres.* Ferol R. Egan, *Sec.* A 11.
- California Institute of Technology, Pasadena, Calif. Milton S. Plesset, *Pres.* Robert V. Langmuir, *Sec.* A 95; J 1; (A) 1; E 1.
- California State Polytechnic College, San Luis Obispo, Calif. A 26.
- California Western University, San Diego, Calif. Sidney Warren, *Pres.* Frances L. Amemiya, *Sec.* A 21; (A) 1.
- California, University of, Berkeley, Calif. William A. Nierenberg, *Pres.* W. S. Rouevul, *Sec.* A 184; J 4; (A) 1; E 23.
- California, University of, Davis, California. A 18; (A) 1.
- California, University of, Los Angeles, Calif. William Matthews, *Pres.* George A. Zizicas, *Sec.* A 215; J 6; (A) 1; E 16.
- California, University of, Riverside, Calif. A 13.
- California, University of, San Francisco, Calif. A 12.
- California, University of, Santa Barbara College, Goleta, Calif. A 30; E 3.
- Calvin College, Grand Rapids, Mich. A 4.
- Campbell College, Buies Creek, N. C. A 4.
- Campbellsville College, Campbellsville, Ky. A 1.
- Canal Zone Junior College, Balboa Heights, C. Z. A 5.
- Caney Junior College, Pippa Passes, Ky. A 2.
- Canisius College, Buffalo, N. Y. John L. Blum, *Pres.* Charles J. McCann, *Sec.* A 27.
- Capital University, Columbus, Ohio. W. O. Doescher, *Pres.* Edward C. Fedt, *Sec.* A 6.
- Carbon College, Price, Utah. A 2; (A) 1.
- Carleton College, Northfield, Minn. A 15; E 1.
- Carnegie Institute of Technology, Pittsburgh, Pa. Neal Woodruff, Jr., *Pres.* Marlow Sholander, *Sec.* A 52; (A) 6; E 8.
- Carroll College, Waukesha, Wis. Roy J. Christoph, *Pres.* Alfreda K. Stallman, *Sec.* A 29.
- Carson-Newman College, Jefferson City, Tenn. A 9; E 2.
- Carthage College, Carthage, Ill. Samuel E. Brick, *Pres.* Richard H. Barton, *Sec.* A 15; E 1.
- Cascade College, Portland, Oreg. A 1.
- Case Institute of Technology, Cleveland, Ohio. John B. Scalzi, *Pres.* Peter Kovacic, *Sec.* A 60; E 1.
- Catawba College, Salisbury, N. C. A 5.
- Catholic University of America, Washington, D. C. Malcolm C. Henderson, *Pres.* Mary L. Paynich, *Sec.* A 98; J 2; (A) 1; E 1.
- Catholic University of Puerto Rico, Santa Maria, Ponce, P. R. A 11.
- Cedar Crest College, Allentown, Pa. Leah A. Strong, *Pres.* Clayton H. Chapman, *Sec.* A 11; (A) 2; E 1.
- Centenary College of Louisiana, Shreveport, La. John R. Willingham, *Pres.* Richard K. Spears, Jr., *Sec.* A 33; E 1.
- Central College, Pella, Iowa. Donald T. Butler, *Sec.* A 5.
- Central College, Fayette, Mo. Otis G. Carnes, *Pres.* Dwain Ervin, *Sec.* A 18.
- Central State College, Wilberforce, Ohio. Ralph Templin, *Pres.* L. Louise Garcia, *Sec.* A 22; (A) 2; E 1.
- Central State College, Edmond, Okla. Edmund R. Whitson, *Pres.* Ethel Derrick, *Sec.* A 31.
- Centralia Junior College, Centralia, Wash. A 1.
- Centre College of Kentucky, Danville, Ky. Gordon C. Winsor, *Pres.* Blanche Hodgkins, *Sec.* A 13; (A) 1.
- Chapman College, Orange, Calif. John Long, *Pres.* Kurt Bergel, *Sec.* A 12.
- Charleston, College of, Charleston, S. C. A 1.
- Charlotte College, Charlotte, N. C. A 1.
- Chatham College, Pittsburgh, Pa. Frances Eldredge, *Pres.* Phyllis M. Ferguson, *Sec.* A 27; (A) 1.
- Chattanooga, University of, Chattanooga, Tenn. Gordon R. Wood, *Pres.* Norbert Koch, *Sec.* A 23; E 1.
- Chicago City Junior College (Crane Branch), Chicago, Ill. A 1.
- Chicago City Junior College (Wilson Branch), Chicago, Ill. Henry A. Patin, *Pres.* Sigrid M. Johnson, *Sec.* A 28; E 1.
- Chicago City Junior College (Wright Branch), Chicago, Ill. Kostis T. Argoe, *Pres.* Peter R. Senn, *Sec.* A 17.
- Chicago-Kent College of Law, Chicago, Ill. A 2.
- Chicago Medical College, Chicago, Ill. A 3; J 1; (A) 1; E 1.
- Chicago Teachers College, Chicago, Ill. Ellsworth Faris, Jr., *Pres.* Courtney B. Lawson, *Sec.* A 60; J 1.
- Chicago Teachers College (Sabin Branch), Sabin, Ill. A 6.
- Chicago, University of, Chicago, Ill. Harold B. Dunkel, *Pres.* David G. Williams, *Sec.* A 161; J 5; (A) 1; E 19.
- Chico State College, Chico, Calif. Robert C. Fisk, *Pres.* A 47; J 1; (A) 1.
- Chipola Junior College, Marianna, Fla. A 1.
- Chowan College, Murfreesboro, N. C. A 4.
- Cincinnati, University of, Cincinnati, Ohio. Alister Cameron, *Pres.* Alfred Kuhn, *Sec.* A 189; J 1; (A) 3; E 13.
- Citadel, The, Charleston, S. C. A 6.
- City College, New York, N. Y. Robert I. Wolff, *Pres.* Howard L. Adelson, *Sec.* A 180; J 2; (A) 4; E 9.
- City College of the City of New York (Baruch School of Business), New York, N. Y. Louis Levy, *Pres.* Charles Martin, *Sec.* A 24; (A) 1; E 1.
- Clafin College, Orangeburg, S. C. A 4.
- Claremont College, Claremont, Calif. A 4.
- Claremont Men's College, Claremont, Calif. Gerald Jordan, *Pres.* A 6; (A) 1.
- Clark College, Atlanta, Ga. A 6.
- Clark College, Vancouver, Wash. W. Lee Mack, *Pres.* Elisabeth A. McPherson, *Sec.* A 24.
- Clark University, Worcester, Mass. John S. Stubbe, *Pres.* William H. Carter, Jr., *Sec.* A 36; (A) 2; F 1.
- Clarkson College of Technology, Potsdam, N. Y. Frank L. Moore, Jr., *Sec.* A 27.
- Clemson Agricultural College, Clemson, S. C. John Goodman, *Sec.* A 25.

- Clinch Valley College of the University of Virginia, Wise, Va. Judd W. Lewis, Jr., *Pres.* Emma McCraray, *Sec.* A 16.
- Coalinga College, Coalinga, Calif. A 1.
- Coe College, Cedar Rapids, Iowa. Alma Turechek, *Pres.* Robert Drexler, *Sec.* A 26; (A) 1; E 3.
- Coker College, Hartsville, S. C. A 5; (A) 2; E 1.
- Colby College, Waterville, Maine. Robert F. Barlow, *Pres.* John H. Sutherland, *Sec.* A 39; (A) 2; E 1.
- Colby Junior College for Women, New London, N. H. A 6.
- Colgate-Rochester Divinity School, Rochester, N. Y. E 1.
- Colgate University, Hamilton, N. Y. Charles R. Wilson, *Pres.* Bruce Berlind, *Sec.* A 92; J 2; (A) 1; E 3.
- College Conservatory of Music, Cincinnati, Ohio. A 1.
- Colorado College, Colorado Springs, Colo. Robert Z. Brown, *Pres.* Laurie M. Perry, *Sec.* A 61; (A) 1; E 2.
- Colorado School of Mines, Golden, Colo. A 4; E 1.
- Colorado State College, Greeley, Colo. Alberta E. Reitze, *Sec.* A 8.
- Colorado State University, Fort Collins, Colo. Gerald C. Helmstadter, *Pres.* Richard Hopkins, *Sec.* A 53; (A) 1; E 2.
- Colorado, Western State College of, Gunnison, Colo. Pat Julio, *Pres.* Margaret T. O'Brien, *Sec.* A 11; E 3.
- Colorado Woman's College, Denver, Colo. A 4.
- Colorado, University of, Boulder, Colo. Otis Lipstreu, *Pres.* William E. Briggs, *Sec.* A 114; J 3; (A) 6; E 6.
- Columbia College, Columbia, S. C. Cecil H. Bierley, *Pres.* Walter G. Fries, *Sec.* A 19.
- Columbia University, New York, N. Y. Harold Barger, *Pres.* A 377; J 7; (A) 4; E 30.
- Compton District Junior College, Compton, Calif. A 7.
- Concord College, Athens, W. Va. Paul C. Bibbee, *Pres.* A 10.
- Concordia College, Moorhead, Minn. A 3.
- Concordia Teachers College, River Forest, Ill. A 4.
- Connecticut College, New London, Conn. Louise W. Holborn, *Pres.* Jane W. Torrey, *Sec.* A 64; (A) 3; E 10.
- Connecticut State College, Central, New Britain, Conn. Francis J. Rio, *Pres.* John C. Hunter, *Sec.* A 60; (A) 3; E 1.
- Connecticut, University of, Storrs, Conn. Lawrence H. Amundsen, *Pres.* Hans W. Weber, *Sec.* A 131; J 7; (A) 5; E 3.
- Connecticut, University of (Hartford Branch), Hartford, Conn. Verl S. Lewis, *Pres.* A 10.
- Connecticut, University of (Waterbury Branch), Waterbury, Conn. Marion Mabey, *Sec.* A 12.
- Contra Costa College, Concord, Calif. A 1.
- Converse College, Spartanburg, S. C. A 1.
- Cooper Union, New York, N. Y. Ralph de Someri Childs, *Pres.* Edward F. Ferrand, Jr., *Sec.* A 41; (A) 1.
- Cornell College, Mount Vernon, Iowa. C. William Heywood, *Pres.* Paul Beckhelm, *Sec.* A 35; (A) 1; E 1.
- Cornell University, Ithaca, N. Y. Clive M. McCay, *Pres.* Mary K. Bloetjes, *Sec.* A 255; J 8; (A) 7; E 23.
- Cottey College, Nevada, Mo. J 1; (A) 1.
- Creighton University, Omaha, Nebr. A 6.
- Culver-Stockton College, Canton, Mo. Ada W. Roberts, *Sec.* A 8.
- Dakota Wesleyan University, Mitchell, S. Dak. A 1; E 1.
- Dalhousie University, Halifax, Nova Scotia. A 1.
- Dana College, Blair, Nebr. Bruce A. Jensen, *Pres.* Norman C. Bansen, *Sec.* A 23.
- Danbury State Teachers College, Danbury, Conn. Norman A. Reed, *Pres.* Margaret E. Ankeney, *Sec.* A 15.
- Dartmouth College, Hanover, N. H. Lawrence G. Hines, *Pres.* Henry L. Terrie, Jr., *Sec.* A 133; (A) 4; E 9.
- David Lipscomb College, Nashville, Tenn. A 3.
- Davidson College, Davidson, N. C. John M. Bevan, *Pres.* A 42; E 1.
- Davis and Elkins College, Elkins, W. Va. Knox Wilson, *Sec.* A 9; (A) 1.
- Dayton, University of, Dayton, Ohio. A 8; E 1.
- Delaware State College, Dover, Del. Hyman Kuritz, *Pres.* Elonnje J. Josey, *Sec.* A 13.
- Delaware, University of, Newark, Del. Elizabeth E. Bohning, *Pres.* Robert F. Jackson, *Sec.* A 72; E 3.
- Del Mar College, Corpus Christi, Tex. A 5.
- Denison University, Granville, Ohio. Edward M. Collins, *Pres.* Lionel G. Crocker, *Sec.* A 50; (A) 2; E 4.
- Denver, University of, Denver, Colo. Otto F. Freitag, *Pres.* A 37; J 2; (A) 1; E 4.
- DePaul University, Chicago, Ill. Francis J. Brown, *Pres.* William J. Feeney, *Sec.* A 65; (A) 1; E 1.
- DePauw University, Greencastle, Ind. Le Grand Tennis, *Pres.* Arthur W. Shumaker, *Sec.* A 83; E 6.
- Des Moines Still College of Osteopathy and Surgery, Des Moines, Iowa. A 10.
- Detroit, University of, Detroit, Mich. A 19.
- Diablo Valley College, San Pablo, Calif. A 1.
- Dickinson College, Carlisle, Pa. Warren J. Gates, *Pres.* W. Wright Kirk, *Sec.* A 49; J 1; E 2.
- Dillard University, New Orleans, La. Charles E. Morton, *Pres.* Marilyn Davidson, *Sec.* A 14.
- District of Columbia Teachers College, Washington, D. C. A 12.
- Doane College, Crete, Nebr. Gerald J. T. Runkle, *Pres.* Kenneth R. Rossman, *Sec.* A 17; (A) 1.
- Dominican College of San Rafael, San Rafael, Calif. A 6.
- Drake University, Des Moines, Iowa. Keach Johnson, *Pres.* Ruby Ann Holton, *Sec.* A 39; (A) 2; E 2.
- Drew University, Madison, N. J. Lawrence G. Wolley, *Pres.* Dika Newlin, *Sec.* A 29; (A) 1; E 3.

- Drexel Institute of Technology, Philadelphia, Pa. A 15.
- Dropsie College, Philadelphia, Pa. A 3.
- Drury College, Springfield, Mo. Willard L. Graves, *Pres.* Richard M. Mears, *Sec.* A 20; (A) 1.
- Dubuque, University of, Dubuque, Iowa. Wilford P. Musgrave, *Pres.* Erla A. Steuerwald, *Sec.* A 15; (A) 1.
- Duke University, Durham, N. C. Harold T. Parker, *Pres.* Julia W. Mueller, *Sec.* A 220; J 29; (A) 3; E 13.
- Dunbarton College of Holy Cross, Washington, D. C. A 2.
- Duquesne University, Pittsburgh, Pa. Robert E. Mitchell, *Pres.* J. William McGowan, *Sec.* A 19; J 1; E 1.
- D'Youville College, Buffalo, N. Y. A 1.
- Earlham College, Richmond, Ind. A 10; (A) 1.
- East Carolina College, Greenville, N. C. Bessie McNeil, *Pres.* A 22.
- East Central State College, Ada, Okla. A 1.
- Eastern Baptist College, St. Davids, Pa. A 5.
- Eastern Nazarene College, Wollaston, Mass. A 4.
- Edgewood College of the Sacred Heart, Madison, Wis. A 2.
- Edward Waters College, Jacksonville, Fla. A 1.
- El Camino College, El Camino, Calif. A 6; (A) 1.
- Elizabethtown College, Elizabethtown, Pa. A 4.
- Elmhurst College, Elmhurst, Ill. A 7; E 1.
- Elmira College, Elmira, N. Y. Robert O. Gilmore, *Pres.* Anne J. Morse, *Sec.* A 30; E 2.
- Elon College, Elon College, N. C. A 1.
- Emerson College, Boston, Mass. A 3; (A) 1.
- Emmanuel Missionary College, Berrien Springs, Mich. A 2.
- Emory University, Atlanta, Ga. James A. Miller, *Pres.* Joseph Carlton Nunan, *Sec.* A 100; J 4; (A) 1; E 2.
- Emporia, College of, Emporia, Kans. A 1; (A) 1.
- Endicott Junior College, Beverly, Mass. A 2; J 1.
- Ersine College, Du West, S. C. A 3.
- Evansville College, Evansville, Ind. Harold T. Houston, *Sec.* A 44; (A) 4; E 2.
- Fairfield University, Fairfield, Conn. John H. Barone, *Pres.* A 12; J 2.
- Fairleigh Dickinson University, Rutherford, N. J. Heinz Mackensen, *Pres.* A 65; J 1.
- Fairmont State College, Fairmont, W. Va. A 2; E 1.
- Fashion Institute of Technology, New York, N. Y. A 6.
- Fayetteville State Teachers College, Fayetteville, N. C. A 8.
- Fenn College, Cleveland, Ohio. Albert N. Cousins, *Pres.* Sara R. Watson, *Sec.* A 13.
- Ferris Institute, Big Rapids, Mich. A 12; E 1.
- Finch College, New York, N. Y. A 3.
- Fisk University, Nashville, Tenn. Oswald O. Schrag, *Pres.* A 17; J 2; E 1.
- Flint Junior College, Flint, Mich. Jack C. Gray, *Pres.* Irma Schnoberger, *Sec.* A 37; (A) 1.
- Flora MacDonald College, Red Springs, N. C. A 2.
- Florence State College, Florence, Ala. A 6.
- Florida Agricultural and Mechanical University, Tallahassee, Fla. Charles J. Stanley, Jr., *Pres.* A 18; (A) 1.
- Florida Christian College, Tampa, Fla. A 1.
- Florida Normal and Industrial Memorial College, St. Augustine, Fla. Leslie E. Hartley, *Pres.* William C. Lee, *Sec.* A 16.
- Florida Southern College, Lakeland, Fla. A 7.
- Florida State University, Tallahassee, Fla. David E. Christensen, *Pres.* A 119; J 8; (A) 3; E 4.
- Florida, University of, Gainesville, Fla. Winston W. Ehrmann, *Pres.* George E. Wolff, *Sec.* A 256; J 7; (A) 5; E 4.
- Foothill College, Mt. View, Calif. A 1.
- Fordham University (Bronx Division), New York, N. Y. A 3; E 1.
- Fordham University (Manhattan Division), New York, N. Y. A 7.
- Fort Hays Kansas State College, Hays, Kans. Edwin P. Martin, *Pres.* Doris V. Stage, *Sec.* A 11; E 1.
- Fort Lewis Agricultural and Mechanical College, Durango, Colo. William L. Heuser, *Pres.* William J. Mitchell, *Sec.* A 13.
- Fort Valley State College, Fort Valley, Ga. A 4.
- Frank Phillips College, Borger, Tex. A 1.
- Franklin College of Indiana, Franklin, Ind. Lois I. Farquharson, *Pres.* Carleton H. Currie, *Sec.* A 17.
- Franklin and Marshall College, Lancaster, Pa. Sidney Wise, *Pres.* Peter S. Seadle, *Sec.* A 70; E 3.
- Fresno State College, Fresno, Calif. William Dienst, *Pres.* Ethel A. Robinson, *Sec.* A 67; (A) 2; E 6.
- Friends University, Wichita, Kans. A 2.
- Furman University, Greenville, S. C. Robert C. Tucker, *Pres.* Albert N. Sanders, *Sec.* A 35; (A) 1.
- Gallaudet College, Washington, D. C. Alan B. Crammatte, *Pres.* Edith M. Hill, *Sec.* A 40.
- Gannon College, Erie, Pa. A 1.
- Garrett Biblical Institute, Evanston, Ill. A 6.
- General Beadle State Teachers College, Madison, S. Dak. Edith L. Guyor, *Pres.* Violet H. Witt, *Sec.* A 16.
- Geneva College, Beaver Falls, Pa. David M. Carson, *Pres.* Harold C. Perkins, *Sec.* A 39; (A) 2; E 1.
- George Peabody College for Teachers, Nashville, Tenn. A 14; J 1; E 1.
- George Pepperdine College, Los Angeles, Calif. Woodrow W. Scott, *Pres.* Loyd D. Frasier, *Sec.* A 24; E 2.
- George Washington University, Washington, D. C. William F. Sager, *Pres.* Gust A. Ledakis, *Sec.* A 145; J 10; E 6.
- George Williams College, Chicago, Ill. A 1.
- Georgetown College, Georgetown, Ky. A 10.

- Georgetown University, Washington, D. C. George C. A. Boehr, *Pres.* Joseph E. Houle, Jr. *Sec.* A 81; J 1; E 1.
- Georgia College, Middle, Cochran, Ga. A 1.
- Georgia College, North, Dahlonega, Ga. A 4.
- Georgia College, South, Douglas, Ga. A 2.
- Georgia College, West, Carrollton, Ga. A 5.
- Georgia Institute of Technology, Atlanta, Ga. Henry W. Adams, *Pres.* Everett R. Bollinger, *Sec.* A 62; J 1; (A) 2; E 1.
- Georgia, Medical College of, Augusta, Ga. J. Robert Rinker, *Pres.* Philip Dow, *Sec.* A 10.
- Georgia Southwestern College, Americus, Ga. A 1.
- Georgia State College for Women, Milledgeville, Ga. A 6; E 1.
- Georgia State College of Business Administration, Atlanta, Ga. James H. Lemly, *Pres.* Stephen Paranka, *Sec.* A 40; (A) 2.
- Georgia Teachers College, Collegeboro, Ga. A 4.
- Georgia, University of, Athens, Ga. Robert Wolverson, *Pres.* Emeliza Swain, *Sec.* A 62; J 1; (A) 3; E 1.
- Gettysburg College, Gettysburg, Pa. Ralph D. Lindeman, *Pres.* Theodore C. Daniels, *Sec.* A 51; (A) 2; E 1.
- Glassboro State College, Glassboro, N. J. William Pitt, *Pres.* James Gaboda, *Sec.* A 23; J 1.
- Glendale College, Glendale, Calif. A 3.
- Glenville State College, Glenville, W. Va. A 2.
- Gogebic Community College, Ironwood, Mich. A 1.
- Golden Gate College, San Francisco, Calif. A 2.
- Gonzaga University, Spokane, Wash. A 2.
- Good Counsel College, White Plains, N. Y. A 1.
- Goucher College, Baltimore, Md. Sonia F. Osler, *Pres.* Brooke Peirce, *Sec.* A 50; (A) 2; E 8.
- Graceland College, Lamoni, Iowa. A 1.
- Grambling College, Grambling, La. A 17.
- Grand Rapids Junior College, Grand Rapids, Mich. A 2.
- Green Mountain College, Poultney, Vt. A 5.
- Greensboro College, Greensboro, N. C. A 5; E 1.
- Greenville College, Greenville, Ill. A 2.
- Grinnell College, Grinnell, Iowa. Norman H. Russell, *Pres.* Richard S. Westfall, *Sec.* A 38; (A) 2; E 4.
- Grove City College, Grove City, Pa. A 15; E 1.
- Guilford College, Guilford College, N. C. A 11.
- Gulf Park College, Gulfport, Miss. A 3.
- Gustavus Adolphus College, St. Peter, Minn. Emmer E. Engberg, *Pres.* John S. Kendall, *Sec.* A 23; (A) 1.
- Hahnemann Medical College, Philadelphia, Pa. A 8; E 1.
- Hamilton College, Clinton, N. Y. Robert M. Browning, *Pres.* John H. Jacobson, *Sec.* A 29.
- Hamline University, St. Paul, Minn. Olaf A. Runquist, *Pres.* George T. Vane, *Sec.* A 30; J 1; (A) 1; E 1.
- Hampden-Sydney College, Hampden-Sydney, Va. A 2; (A) 1.
- Hampton Institute, Hampton, Va. Horace W. Melvin, Jr., *Pres.* Joan S. Bodein, *Sec.* A 18; (A) 2.
- Hannibal-LaGrange College, Hannibal, Mo. A 1.
- Hanover College, Hanover, Ind. Leslie Eisan, *Pres.* George A. Zirkle, *Sec.* A 27; J 1; (A) 1.
- Harding College, Searcy, Ark. A 1.
- Hardin-Simmons University, Abilene, Tex. A 4.
- Harris Teachers College, St. Louis, Mo. John B. Ervin, *Pres.* James Arthur Crouch, Jr., *Sec.* A 23; E 3.
- Hartnell College, Salinas, Calif. A 3.
- Hartwick College, Oneonta, N. Y. A 11.
- Harvard University, Cambridge, Mass. Seymour E. Harris, *Pres.* Clark Byse, *Sec.* A 117; J 5; E 14.
- Hastings College, Hastings, Nebr. A 12.
- Haverford College, Haverford, Pa. Marcel M. Gutwirth, *Pres.* John Ashmead, Jr., *Sec.* A 30; (A) 1; E 2.
- Harvey Mudd College, Claremont, Calif. A 1.
- Hawaii, University of, Honolulu, Hawaii. Joel Trapido, *Pres.* Dorothy S. Brown, *Sec.* A 169; J 9; (A) 5; E 3.
- Hebrew Teachers College, Brookline, Mass. Jacques K. Miklitzanski, *Pres.* David Weinstein, *Sec.* A 12.
- Heidelberg College, Tiffin, Ohio. A 4.
- Henderson State Teachers College, Arkadelphia, Ark. A 2; J 1; (A) 1.
- Hendrix College, Conway, Ark. A 2.
- Henry Ford Community College, Dearborn, Mich. Lawrence C. Porter, *Pres.* Margaret A. Dempster, *Sec.* A 49.
- Hershey Junior College, Hershey, Pa. A 4.
- Hibbing Junior College, Hibbing, Minn. (A) 1.
- Highland Park Junior College, Highland Park, Mich. Charles E. Schutz, *Pres.* Margaret S. Blayney, *Sec.* A 24.
- High Point College, High Point, N. C. Jerome C. Smith, *Pres.* A 17.
- Hillsdale College, Hillsdale, Mich. Harold F. Brown, *Pres.* Charles L. Campbell, *Sec.* A 23.
- Hillyer College, Hartford, Conn. James J. Sullivan, *Pres.* A 12.
- Hinds Junior College, Raymond, Miss. A 1.
- Hiram College, Hiram, Ohio. Dwight H. Berg, *Pres.* A 19; E 1.
- Hobart and William Smith Colleges, Geneva, N. Y. George Calingaert, *Pres.* Emily T. Wolff, *Sec.* A 32; (A) 1; E 1.
- Hofstra College, Hempstead, N. Y. Matthew N. Chappell, *Pres.* E. Russell Stabler, *Sec.* A 62; J 3; (A) 3; E 1.
- Hollins College, Hollins, Va. Kathleen C. Jackson, *Sec.* A 21; (A) 1.
- Holy Cross, College of the, Worcester, Mass. Raymond E. McDonald, *Pres.* S. Edward Flynn, *Sec.* A 15; J 1.
- Hood College, Frederick, Md. Frances C. Cutujian, *Pres.* Charlotte P. Smith, *Sec.* A 41; E 4.
- Hope College, Holland, Mich. A 4; (A) 1.

- Houston, University of, Houston, Tex. Paul H. Rigby, *Pres.* Julian Brandes, *Sec.* A 80; (A) 3.
- Howard College, Birmingham, Ala. A 3; (A) 1.
- Howard County Junior College, Big Spring, Tex. A 1.
- Howard Payne College, Brownwood, Tex. A 1; J 1; E 1.
- Howard University, Washington, D. C. Gustav Auzenne, Jr., *Pres.* A 32; (A) 1; E 1.
- Humboldt State College, Arcata, Calif. Roscoe E. Peithman, *Pres.* R. Dean Galloway, *Sec.* A 16; E 1.
- Hunter College, New York, N. Y. Beatrice G. Konheim, *Pres.* Estelle L. Popham, *Sec.* A 187; J 2; (A) 1; E 6.
- Huntingdon College, Montgomery, Ala. A 1.
- Huron College, Huron, S. Dak. Marvin H. Hanson, *Pres.* Kenneth E. Bandy, *Sec.* A 19.
- Husson College, Bangor, Maine. A 1.
- Huston-Tillotson College, Austin, Tex. A 7.
- Idaho College of, Caldwell, Idaho. Ralph W. Berringer, *Pres.* Edward R. Allen, *Sec.* A 10.
- Idaho Junior College, North, Coeur d'Alene, Idaho. Gerald O. Wendt, *Pres.* John A. McFarland, *Sec.* A 14; E 1.
- Idaho State College, Pocatello, Idaho. Glen O. Allen, *Pres.* Audrey Greenwood, *Sec.* A 69; (A) 4; E 3.
- Idaho, University of, Moscow, Idaho. Elmer K. Raunio, *Pres.* Margaret Coffey, *Sec.* A 120; J 1; (A) 2; E 1.
- Iliff School of Theology, Denver, Colo. William H. Bernhardt, *Pres.* H. Gordon Van Sickle, *Sec.* A 8.
- Illinois College, Jacksonville, Ill. A 5; J 1; (A) 1.
- Illinois Institute of Technology, Chicago, Ill. Lloyd H. Donnell, *Pres.* Evalyn Brinkman, *Sec.* A 59; (A) 1; E 2.
- Illinois State Normal University, Normal, Ill. Arlan C. Helgeson, *Pres.* Helen Chiles, *Sec.* A 117; J 2; (A) 4; E 5.
- Illinois University, Eastern, Charleston, Ill. F. Raymond McKenna, *Pres.* Gladys W. Ekeberg, *Sec.* A 57; J 1; E 1.
- Illinois University, Northern, DeKalb, Ill. John W. Lloyd, *Pres.* Arnold B. Fox, *Sec.* A 105; (A) 2.
- Illinois University, Southern, Carbondale, Ill. G. C. Camp, *Pres.* Zella Cundall, *Sec.* A 202; J 21; (A) 9; E 2.
- Illinois University, Southern, Alton, Ill. Melvin E. Kazeck, *Pres.* Ruth J. Kilchenmann, *Sec.* A 28.
- Illinois University, Southern, East St. Louis, Ill. S. D. Lovell, *Pres.* John Knoepfle, *Sec.* A 11.
- Illinois University, Western, Macomb, Ill. J. Henry Sather, *Pres.* William L. Burton, *Sec.* A 84; J 4; (A) 2.
- Illinois, University of, Urbana, Ill. Karl R. Wallace, *Pres.* J. Richard Suchman, *Sec.* A 569; J 20; (A) 8; E 26.
- Illinois, University of (Chicago Professional Colleges), Chicago, Ill. George L. Webster, *Pres.* A 70; J 1; E 1.
- Illinois, University of (Navy Pier), Chicago, Ill. Bernard Kogan, *Pres.* Dee M. Holaday, *Sec.* A 128; J 2; (A) 1; E 1.
- Illinois Wesleyan University, Bloomington, Ill. Emil Kauder, *Pres.* Dorothea S. Franzen, *Sec.* A 2; (A) 1.
- Immaculate Heart College, Los Angeles, Calif. A 1.
- Indiana Central College, Indianapolis, Ind. Allen B. Kellogg, *Pres.* Kenneth E. St. Clair, *Sec.* A 6.
- Indiana State Teachers College, Terre Haute, Ind. Ralph M. Albaugh, *Pres.* Myrtle E. Smith, *Sec.* A 79; J 1; E 5.
- Indiana University, Bloomington, Ind. John B. Patton, *Pres.* A 412; J 17; (A) 3; E 11.
- Institute for Advanced Study, Princeton, N. J. A 7.
- Inter American University, San German, P. R. J. Elliott Fisher, *Pres.* Warren B. Scott, *Sec.* A 15.
- Iona College, New Rochelle, N. Y. A 4.
- Iowa State University of Science and Technology, Ames, Iowa. Emerson W. Shideler, *Pres.* Richard L. Herrnstadt, *Sec.* A 181; J 9; E 11.
- Iowa State Teachers College, Cedar Falls, Iowa. Alden B. Hanson, *Pres.* Barbara Yager, *Sec.* A 122; (A) 1; E 3.
- Iowa, State University of, Iowa City, Iowa. J. Richard Wilmet, *Pres.* John R. Schmdhauser, *Sec.* A 194; J 6; (A) 4; E 14.
- Iowa Wesleyan College, Mount Pleasant, Iowa. Olan G. Ruble, *Pres.* Nancy Graf-fam, *Sec.* A 26; (A) 1.
- Ithaca College, Ithaca, N. Y. Mary D. Bates, *Pres.* Ashur Baizer, *Sec.* A 35; (A) 1.
- Jackson Junior College, Jackson, Mich. A 1.
- Jackson State College, Jackson, Miss. A 7.
- Jacksonville State College, Jacksonville, Ala. A 4.
- Jacksonville University, Jacksonville, Fla. Ralph D. Bald, Jr., *Pres.* A 23; (A) 1.
- Jamestown College, Jamestown, N. Dak. A 2; J 1.
- Jamestown Community College, Jamestown, N. Y. Peter C. Brase, Jr., *Pres.* William Cherniak, *Sec.* A 12; (A) 1.
- Jarvis Christian College, Hawkins, Tex. A 2.
- Jefferson Medical College of Philadelphia, Philadelphia, Pa. A 4.
- Jersey City Junior College, Jersey City, N. J. A 6.
- Jersey City State College, Jersey City, N. J. A 3.
- John Carroll University, Cleveland, Ohio. Theodore L. Lowe, *Pres.* David H. Battenfeld, *Sec.* A 20.
- Johns Hopkins University, The, Baltimore, Md. James E. Deese, *Pres.* Clara P. McMahon, *Sec.* A 118; J 1; E 4.
- Johnson C. Smith University, Charlotte, N. C. U. S. Brooks, *Pres.* Elsie E. Woodard, *Sec.* A 5.
- Jones County Junior College, Ellisville, Miss. A 1.
- Joplin Junior College, Joplin, Mo. A 3.
- Judson College, Marion, Ala. A 5.
- Julliard School of Music, New York City, N. Y. A 5.
- Junia College, Huntingdon, Pa. A 1.

- Kalamazoo College, Kalamazoo, Mich. H. Lewis Batts, Jr., *Pres.* A 19.
- Kansas City College of Osteopathy and Surgery, Kansas City, Mo. A 1.
- Kansas City, The Junior College of, Kansas City, Mo. A 2.
- Kansas City Kansas Junior College, Kansas City, Kans. A 1.
- Kansas State University of Agriculture and Applied Science, Manhattan, Kans. William C. Hummel, *Pres.* Helen P. Hostetter, *Sec.* A 77; E 2.
- Kansas State Teachers College, Emporia, Kans. A 12; (A) 1; E 1.
- Kansas State Teachers College, Pittsburg, Kans. Charles A. Guardia, *Pres.* Helen Kriegsmann, *Sec.* A 65; J 2; (A) 1; E 3.
- Kansas Wesleyan University, Salina, Kans. A 10.
- Kansas, University of, Lawrence, Kans. Sidney M. Johnson, *Sec.* A 229; J 3; (A) 4; E 17.
- Kansas City, University of, Kansas City, Mo. William M. Ryan, *Pres.* Florence Neely, *Sec.* A 40; (A) 1; E 2.
- Keene Teachers College, Keene, N. H. A 2.
- Kent State University, Kent, Ohio. Phillip R. Shriver, *Pres.* Lawrence S. Kaplan, *Sec.* A 246; J 13; (A) 2; E 2.
- Kentucky State College, Frankfort, Ky. Joseph G. Fletcher, *Pres.* Helen C. Exum, *Sec.* A 25.
- Kentucky State College, Eastern, Richmond, Ky. James W. Stocker, *Pres.* Alex G. McIlvaine, *Sec.* A 76; E 2.
- Kentucky State College, Western, Bowling Green, Ky. A 5.
- Kentucky, University of, Lexington, Ky. Jacqueline Bulle, *Sec.* A 185; J 4; (A) 2; E 3.
- Kenyon College, Gambier, Ohio. Paul B. Trescott, *Pres.* H. Landon Warner, *Sec.* A 37; E 1.
- Keuka College, Keuka Park, N. Y. Quentin T. Lightner, *Pres.* Virginia L. Johnston, *Sec.* A 20; J 1; E 2.
- King College, Bristol, Tenn. A 1.
- King's College, Wilkes-Barre, Pa. A 1.
- Kirkville College of Osteopathy and Surgery, Kirkville, Mo. A 8.
- Knox College, Galesburg, Ill. Gordon B. Dodds, *Pres.* Willard C. Ross, *Sec.* A 23; E 1.
- Knoxville College, Knoxville, Tenn. Herman J. Kloepper, *Pres.* Gerard M. Mertens, *Sec.* A 13.
- Lafayette College, Easton, Pa. Paul A. Pfretzchner, *Pres.* George G. Sause, *Sec.* A 76; (A) 5; E 2.
- LaGrange College, LaGrange, Ga. A 1.
- Lake Erie College, Painesville, Ohio. Barton Bean, *Pres.* A 19.
- Lake Forest College, Lake Forest, Ill. Arthur W. M. Voss, *Pres.* Donald E. Roos, *Sec.* A 46; E 3.
- Lakeland College, Sheboygan, Wis. A 1.
- Lamar State College of Technology, Beaumont, Tex. William T. Fitzgerald, *Pres.* Hubert B. Kaszynski, *Sec.* A 63; J 1; (A) 2.
- Lambuth College, Jackson, Tenn. A 1.
- Lander College, Greenwood, S. C. A 4.
- Lane College, Jackson, Tenn. A 6.
- Langston University, Langston, Okla. A 5.
- Laredo Junior College, Laredo, Tex. A 3.
- LaSalle College, Philadelphia, Pa. A 9.
- La Sierra College, Arlington, Calif. A 2.
- La Verne College, La Verne, Calif. A 1.
- Lawrence College, Appleton, Wis. Merton M. Sealts, Jr., *Pres.* Robert M. Rosenberg, *Sec.* A 21; (A) 1; E 2.
- Lebanon Valley College, Annville, Pa. Carl Y. Ehrhart, *Pres.* Alice M. Brumbaugh, *Sec.* A 11; (A) 1.
- Lee College, Baytown, Tex. A 3.
- Lees-McRae College, Banner Elk, N. C. A 2.
- Lehigh University, Bethlehem, Pa. A. Roy Eckardt, *Pres.* Eugene Vasilew, *Sec.* A 37; J 2; (A) 1; E 6.
- Lemoyne College, Syracuse, N. Y. A 6.
- Lemoyne College, Memphis, Tenn. A 4.
- Lenoir-Rhyne College, Hickory, N. C. A 2.
- Lesley College, Cambridge, Mass. A 8.
- Lewis and Clark College, Portland, Oreg. William E. Stafford, *Pres.* John G. Kenyon, *Sec.* A 36; (A) 2; E 4.
- Limestone College, Gaffney, S. C. A 1.
- Lincoln College, Lincoln, Ill. A 9.
- Lincoln Memorial University, Harrogate, Tenn. A 1.
- Lincoln University, Jefferson City, Mo. U. S. Maxwell, *Sec.* A 32; E 1.
- Lincoln University, Lincoln University, Pa. William R. Cole, *Pres.* Benjamin Schwartz, *Sec.* A 18.
- Lindenwood College for Women, St. Charles, Mo. Thomas W. Doherty, *Pres.* Mary Jean Bartholomew, *Sec.* A 42; E 1.
- Little Rock University, Little Rock, Ark. A 10; (A) 1.
- Livingston State College, Livingston, Ala. (A) 1.
- Livingstone College, Salisbury, N. C. A 1.
- Long Beach City College, Long Beach, Calif. A 3.
- Long Beach State College, Long Beach, Calif. Hubert P. Morehead, *Pres.* Vernon A. Metzgor, *Sec.* A 70.
- Long Island University, Brooklyn, N. Y. Lincoln Reis, *Pres.* Grace K. Pratt, *Sec.* A 63; J 4; (A) 2; E 2.
- Long Island University (C. W. Post College), Brookville, Long Island, N. Y. A 7.
- Longwood College, Farmville, Va. Richard K. Meeker, *Pres.* Ruth S. Taliaferro, *Sec.* A 33; E 1.
- Los Angeles City College, Los Angeles, Calif. Robert C. Williamson, *Pres.* A 1.
- Los Angeles Harbor Junior College, Wilmington, Calif. A 1.
- Los Angeles Junior College, East, Los Angeles, Calif. A 1.
- Los Angeles Pierce Junior College, Woodland Hills, Calif. A 4.
- Los Angeles State College, Los Angeles, Calif. Burton Henry, *Pres.* Dorothy R. Peckham, *Sec.* A 95; J 1.
- Los Angeles Valley Junior College, Van Nuys, Calif. Mark Naidis, *Pres.* Evamaria R. Chookolingo, *Sec.* A 24.
- Louisburg College, Louisburg, N. C. A 1.
- Louisiana College, Pineville, La. A 2.
- Louisiana College, Southeastern, Hammond, La. A 5; (A) 1; E 1.

- Louisiana Institute, Southwestern, Lafayette, La. George H. Bick, *Pres.* Joseph A. Ward, Jr., *Sec.* A 47; (A) 1.
- Louisiana State College, Northeast, Monroe, La. A 5.
- Louisiana, Northwestern State College of, Natchitoches, La. G. F. Kenner, *Pres.* Katherine Bridges, *Sec.* A 24; (A) 1.
- Louisiana Polytechnic Institute, Ruston, La. J. Leslie Bayless, *Pres.* A 25; J 1.
- Louisiana State University, Baton Rouge, La. Nathaniel M. Caffee, *Pres.* Ruth M. Baldwin, *Sec.* A 122; J 1; (A) 2; E 5.
- Louisiana State University (New Orleans Branch), New Orleans, La. Louis Fraiberg, *Pres.* Rosamond McMillan, *Sec.* A 20.
- Louisville, University of, Louisville, Ky. Frank M. Vicroy, *Pres.* D. Louise Rice, *Sec.* A 79; J 3; E 1.
- Lowell Technological Institute, Lowell, Mass. Wentworth Williams, *Pres.* A 6.
- Lower Columbia Junior College, Longview, Wash. A 1.
- Loyola College, Baltimore, Md. A 5.
- Loyola University, Chicago, Ill. Gordon C. Zahn, *Pres.* John F. Bannan, *Sec.* A 99; J 3; (A) 1; E 1.
- Loyola University, New Orleans, La. A 7.
- Loyola University of Los Angeles, Los Angeles, Calif. A 13.
- Luther College, Decorah, Iowa. A 4.
- Lutheran Theological Southern Seminary, Columbia, S. C. E 1.
- Lycoming College, Williamsport, Pa. John P. Graham, *Pres.* A 25; (A) 1; E 1.
- Lynchburg College, Lynchburg, Va. Theodore A. Bergman, *Pres.* Mabel A. Sawyer, *Sec.* A 31; (A) 1; E 2.
- McCormick Theological Seminary, Chicago, Ill. A 3.
- McGill University, Montreal, Quebec. A 3; E 1.
- McMaster University, Hamilton, Ontario, Canada. A 1.
- MacMurray College, Jacksonville, Ill. A 11; E 2.
- McMurry College, Abilene, Tex. A 2.
- McNeese State College, Lake Charles, La. A 5.
- McPherson College, McPherson, Kans. A 1.
- Macalester College, St. Paul, Minn. Winton U. Solberg, *Pres.* Julius Lichtenstein, *Sec.* A 43; (A) 2.
- Madison College, Harrisonburg, Va. Frances Grove, *Pres.* Louis Toller, *Sec.* A 32; E 1.
- Maine, University of, Orono, Maine. Carroll F. Terrell, *Pres.* James W. Barushek, *Sec.* A 114; J 3; (A) 1; E 3.
- Manchester College, North Manchester, Ind. A 2.
- Manhattan College, New York, N. Y. Robert E. Beardsley, *Pres.* Francis S. Heck, *Sec.* A 39.
- Manhattanville College of the Sacred Heart, Purchase, N. Y. William J. Conyngham, *Pres.* Helen Fleming, *Sec.* A 45.
- Manila Central College, Manila, Philippines. A 1.
- Manitoba, University of, Winnipeg, Manitoba. A 6.
- Mankato State College, Mankato, Minn. D. Paul Miller, *Pres.* Gleamon M. Cansler, *Sec.* A 42; (A) 1.
- Marian College, Indianapolis, Ind. A 1.
- Marietta College, Marietta, Ohio. Robert L. Jones, *Pres.* A 9; E 1.
- Mariz, College of, Kentfield, Calif. A 1.
- Marquette University, Milwaukee, Wis. Joseph L. E. P. Gauthier, *Pres.* Theodore F. Marburg, *Sec.* A 70; E 1.
- Mars Hill College, Mars Hill, N. C. A 1.
- Marshall College, Huntington, W. Va. Mary Alice Goins, *Pres.* Virginia E. Lee, *Sec.* A 16; (A) 1.
- Mary Baldwin College, Staunton, Va. A 3.
- Mary Hardin-Baylor College, Belton, Tex. A 4.
- Mary Manse College, Toledo, Ohio. A 2.
- Marycrest College, Davenport, Iowa. A 2.
- Marygrove College, Detroit, Mich. A 3.
- Maryland State Teachers College, Bowie, Md. A 3.
- Maryland State Teachers College, Frostburg, Md. A 5; J 1.
- Maryland State Teachers College, Salisbury, Md. A 1; (A) 1.
- Maryland State Teachers College, Towson, Md. Kenneth T. Stringer, *Pres.* George Beishlag, *Sec.* A 39.
- Maryland, University of, College Park, Md. Jack C. Barnes, *Pres.* H. Bryce Jordan, *Sec.* A 218; J 3; (A) 4; E 5.
- Maryland, University of (Maryland State College), Princess Anne, Md. Amos P. Kennedy, *Pres.* Louis G. Austin, *Sec.* A 21; (A) 1.
- Marylhurst College, Marylhurst, Oreg. A 2.
- Marymount College, Tarrytown, N. Y. A 1.
- Marymount Junior College, Arlington, Va. A 4.
- Maryville College of the Sacred Heart, St. Louis, Mo. A 8.
- Maryville College, Maryville, Tenn. A 8.
- Mary Washington College, Fredericksburg, Va. Mildred Cates, *Pres.* Edwin H. Jones, *Sec.* A 35; (A) 1; E 2.
- Mason City Junior College, Mason City, Iowa. A 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Billy E. Goetz, *Pres.* Richard L. Schoenwald, *Sec.* A 47; (A) 2; E 2.
- Massachusetts School of Art, Boston, Mass. A 2; E 1.
- Massachusetts State Teachers College at Boston, Boston, Mass. Max M. Kostick, *Pres.* A 20; J 1.
- Massachusetts State Teachers College, Bridgewater, Mass. Jordan D. Fiore, *Pres.* Rita K. Nadal, *Sec.* A 29; E 1.
- Massachusetts State Teachers College, Fitchburg, Mass. A 16; (A) 1; E 2.
- Massachusetts State Teachers College, Framingham, Mass. Vera Hemenway, *Pres.* Joan E. Horrigan, *Sec.* A 9; (A) 2; E 2.
- Massachusetts State Teachers College, Lowell, Mass. E 1.
- Massachusetts State Teachers College, Salem, Mass. A 4.
- Massachusetts State Teachers College, Westfield, Mass. A 11; J 1.
- Massachusetts State Teachers College, Worcester, Mass. A 12; J 1.

- Massachusetts, University of, Amherst, Mass.
Bruce R. Morris, *Pres.* Henry A. Lea,
Sec. A 66; J 1; (A) 2; E 1.
- Maurice J. Lewi College of Podiatry, New
York, N. Y. A 2.
- Medical Evangelists, College of, Loma Linda,
Calif. A 1.
- Memphis State University, Memphis, Tenn.
Peter L. Bannon, *Pres.* Elizabeth C. Phil-
lips, *Sec.* A 33.
- Menlo College, Menlo Park, Calif. A 3.
- Mercer University, Macon, Ga. Willis B.
Glover, *Pres.* Benjamin W. Griffith, Jr.,
Sec. A 36; E 1.
- Mercy College, Detroit, Mich. Walter H.
Thomson, *Pres.* Jeannette M. Fehner, *Sec.*
A 11; (A) 1.
- Meredith College, Raleigh, N. C. Stuart
Pratt, *Pres.* A 7; E 1.
- Merrimack College, Andover, Mass. A 4.
- Mesa County Junior College, Grand Junction,
Colo. A 1.
- Miami University, Oxford, Ohio. Harris G.
Warren, *Pres.* Aurora L. Biamonte, *Sec.*
A 152; J 2; E 1.
- Miami, University of, Coral Gables, Fla.
William S. Wight, *Pres.* Grace Morrison,
Sec. A 122; J 7; (A) 5; E 4.
- Michigan College, Central, Mt. Pleasant,
Mich. Emil R. Pfister, *Pres.* Elbert R.
Bowen, *Sec.* A 58; (A) 2.
- Michigan College, Eastern, Ypsilanti, Mich.
E. Walfred Erickson, *Pres.* Thomas L.
Dume, *Sec.* A 54; (A) 2; E 2.
- Michigan College, Northern, Marquette,
Mich. Jean R. Pearman, *Pres.* Ellsworth
Barnard, *Sec.* A 35; (A) 3.
- Michigan College of Mining and Technology,
Houghton, Mich. A 23.
- Michigan State University, East Lansing,
Mich. M. Ray Denny, *Pres.* Robert N.
Hammer, *Sec.* A 381; J 7; (A) 10; E 4.
- Michigan University, Western, Kalamazoo,
Mich. Paul B. Horton, *Pres.* Edward O.
Elsasser, *Sec.* A 91; (A) 3; E 1.
- Michigan, University of, Ann Arbor, Mich.
Warner G. Rice, *Pres.* John E. Milholland,
Sec. A 361; J 17; (A) 6; E 15.
- Middlebury College, Middlebury, Vt. Robert
M. Chute, *Pres.* James C. Shields, *Sec.*
A 40; E 4.
- Midland College, Fremont, Nebr. A 8.
- Midway Junior College, Midway, Ky. A 1.
- Midwestern University, Wichita Falls, Tex.
Vinson L. Duvall, *Pres.* Oneta R. Furr,
Sec. A 36; (A) 1.
- Miles College, Birmingham, Ala. A 1.
- Millikin University, Decatur, Ill. Walter
Emch, *Pres.* A 20; E 1.
- Mills College, Oakland, Calif. Allan Wendt,
Pres. Gordon Bronson, *Sec.* A 27; (A) 1.
- Mills College of Education, New York, N. Y.
A 4.
- Millsaps College, Jackson, Miss. James D.
Wroten, Jr., *Pres.* Shirley B. Parker, *Sec.*
A 33; (A) 2; E 1.
- Milwaukee-Downer College, Milwaukee, Wis.
Marion Neumann Hartman, *Pres.* Dorothea
W. Harvey, *Sec.* A 12; (A) 2.
- Minnesota, University of, Minneapolis, Minn.
Herbert G. Heneman, Jr., *Pres.* John M.
H. Olmsted, *Sec.* A 489; J 37; (A) 6; E 27.
- Minnesota, University of (Duluth Branch),
Duluth, Minn. Wendell Glick, *Pres.* Ruth
Palmer, *Sec.* A 56; J 1; (A) 1; E 3.
- Misericordia College, Dallas, Pa. A 1.
- Mississippi College, Clinton, Miss. A 2.
- Mississippi Junior College, East, Scooba,
Miss. A 4.
- Mississippi Junior College, Northeast, Boone-
ville, Miss. A 2.
- Mississippi Southern College, Hattiesburg,
Miss. Ralph C. Staiger, *Pres.* A 28; (A)
1; E 1.
- Mississippi State University, State College,
Miss. Harold Snellgrove, *Pres.* Mary Jane
Koelz, *Sec.* A 53; J 1; (A) 2; E 1.
- Mississippi State College for Women, Colum-
bus, Miss. Mary K. Miller, *Pres.* Roy A.
Lieurance, *Sec.* A 27; E 1.
- Mississippi, University of, University, Miss.
Charles E. Noyes, *Pres.* Harold J. Youcis,
Sec. A 43; J 1; (A) 2; E 1.
- Missouri State College, Central, Warrens-
burg, Mo. William R. Dodge, *Pres.* Velma
L. Taylor, *Sec.* A 49; E 3.
- Missouri State College, Northwest, Maryville,
Mo. Bonnie Magill, *Pres.* Dale J. Black-
well, *Sec.* A 50; E 3.
- Missouri State College, Southeast, Cape Gir-
ardeau, Mo. A 33; (A) 2; E 4.
- Missouri State College, Southwest, Spring-
field, Mo. John D. Schatz, *Pres.* Paul L.
Redfearn, Jr., *Sec.* A 41; E 3.
- Missouri State Teachers College, Northeast,
Kirksville, Mo. A 13.
- Missouri, University of, Columbia, Mo.
Charlotte G. Wells, *Pres.* Quentin F.
Schenk, *Sec.* A 152; J 2; (A) 9; E 7.
- Missouri, University of (School of Mines
and Metallurgy), Rolla, Mo. A 10.
- Missouri Valley College, Marshall, Mo. A 7.
- Mitchell College, New London, Conn. A 4.
- Modesto Junior College, Modesto, Calif. H.
Gordon White, *Pres.* Jean G. Hanna, *Sec.*
A 60; (A) 1.
- Monmouth College, Monmouth, Ill. Charles
J. Speel, II, *Pres.* Fred M. Mullett, *Sec.*
A 32.
- Monmouth College, West Long Branch, N. J.
John T. Tehie, *Pres.* Anna R. P. Jennings,
Sec. A 44; (A) 2.
- Montana College of Education, Eastern, Bill-
ings, Mont. Aaron P. Small, *Pres.* A 17;
J 1; E 1.
- Montana College of Education, Western,
Dillon, Mont. A 4; (A) 1.
- Montana School of Mines, Butte, Mont. A 4;
E 1.
- Montana State College, Bozeman, Mont.
Maurice E. Brookhart, *Pres.* A 24.
- Montana State University, Missoula, Mont.
Albert W. Stone, *Pres.* Richard E. Shannon,
Sec. A 65; E 6.
- Montclair State College, Montclair, N. J.
A 12; E 1.
- Monterey Peninsula College, Monterey,
Calif. Frank E. Bartlett, *Pres.* Robert W.
Nelson, *Sec.* A 14; J 1; (A) 1.
- Montgomery Junior College, Takoma Park,
Md. William V. Jouvenal, *Pres.* Evelyn
M. Hurlburt, *Sec.* A 16.
- Monticello College, Alton, Ill. J. Marguerite
Little, *Pres.* A 10.

- Montreal, University of**, Montreal, Canada. A 1.
Moorhead State College, Moorhead, Minn. Joseph W. Miller, *Pres.* Dorothy D. Dodds, *Sec.* A 24.
Moravian College, Bethlehem, Pa. Ruth M. Roberts, *Sec.* A 7.
Morehead State College, Morehead, Ky. Clifford R. Rader, *Pres.* Allen L. Lake, *Sec.* A 21; (A) 1.
Morgan State College, Baltimore, Md. Frederick H. Dedmond, *Pres.* Cyril F. Atkins, *Sec.* A 19.
Morningside College, Sioux City, Iowa. William Palmer, *Pres.* Raymond S. Nelson, *Sec.* A 18; E 1.
Morris Brown College, Atlanta, Ga. (A) 2.
Morris Harvey College, Charleston, W. Va. (A) 13.
Morton Junior College, Cicero, Ill. Eugene Miller, *Pres.* Arthur W. Roberts, *Sec.* A 19; (A) 1.
Mount Holyoke College, South Hadley, Mass. Marjorie Kaufman, *Pres.* Sarah S. Montgomery, *Sec.* A 81; (A) 1; E 12.
Mount Mercy College, Pittsburgh, Pa. A 3.
Mount St. Joseph-on-the-Ohio, College of, Mount St. Joseph, Ohio. A 3.
Mount St. Mary's College, Emmitsburg, Md. A 5.
Mount St. Scholastica College, Atchison, Kans. A 1.
Mount St. Vincent, College of, New York, N. Y. A 3.
Mount San Antonio College, Pomona, Calif. A 9.
Mount Union College, Alliance, Ohio. Paul H. Chapman, *Pres.* A 29; (A) 1; E 1.
Mout Vernon Junior College, Washington, D. C. A 5.
Muhlenberg College, Allentown, Pa. Charles E. Mortimer, *Pres.* Joanne H. Stafford, *Sec.* A 29; (A) 1; E 1.
Multnomah College, Portland, Oreg. A 3.
Munderlela College, Chicago, Ill. A 1.
Murray State College, Murray, Ky. Pete Panzera, *Pres.* LaJean Wiggins, *Sec.* A 44.
Muskingum College, New Concord, Ohio. John W. Peters, *Pres.* Mary E. Johnson, *Sec.* A 32; (A) 1; E 2.

National College of Education, Evanston, Ill. Helen Challand, *Pres.* Eugene B. Catelupe, *Sec.* A 15; (A) 1.
Navarro Junior College, Corsicana, Tex. Beryl E. Pettus, *Pres.* Clara F. Martin, *Sec.* A 18.
Nebraska State Teachers College, Chadron, Nebr. A 4.
Nebraska State Teachers College, Kearney, Nebr. Delia Garrett, *Pres.* A 17; E 2.
Nebraska State Teachers College, Peru, Nebr. A 2.
Nebraska State Teachers College, Wayne, Nebr. A 9; E 2.
Nebraska University of, Lincoln, Nebr. Niles H. Barnard, *Pres.* M. Jane Stewart, *Sec.* A 226; J 2; (A) 6; E 24.
Nebraska Wesleyan University, Lincoln, Nebr. A 2.
Nevada, University of, Reno, Nev. Hernando J. Woods, *Sec.* A 32; (A) 1; E 5.

New Brunswick, University of, Fredericton, New Brunswick, Canada. A 1.
New England Conservatory of Music, Boston, Mass. A 2; (A) 1.
New Hampshire, University of, Durham, N. H. Ralph H. Granger, *Pres.* Charlotte K. Anderson, *Sec.* A 94; J 2; (A) 5.
New Haven State Teachers College, New Haven, Conn. Evann Middlebrooks, *Pres.* A 36.
New Mexico Highlands University, Las Vegas, N. Mex. Virginia B. Sloan, *Pres.* Mary Jean L. Johnson, *Sec.* A 17; J 1; E 1.
New Mexico Institute of Mining and Technology, Socorro, N. Mex. Marvin H. Wilkening, *Pres.* Kay R. Brower, *Sec.* A 14; (A) 2; E 1.
New Mexico Military Institute, Roswell, N. Mex. A 5.
New Mexico University, Eastern, Portales, N. Mex. A 23; (A) 1.
New Mexico State University, State College, N. Mex. Latimer R. Evans, *Pres.* E. L. Cleveland, *Sec.* A 68; (A) 3; E 1.
New Mexico, University of, Albuquerque, N. Mex. Gladys E. Milliken, *Sec.* A 101; J 2; (A) 2; E 3.
New Mexico Western College, Silver City, N. Mex. A 4.
New Rochelle, College of, New Rochelle, N. Y. A 4.
New York City Community College of Applied Arts and Sciences, Brooklyn, N. Y. A 15; (A) 1.
New York Medical College, New York, N. Y. A 9.
New York, State University of—
Agricultural and Technical Institute at Alfred, Alfred, N. Y. Edward J. Owen, *Pres.* Hugh D. Chamberlain, *Sec.* A 7.
Agricultural and Technical Institute at Canton, Canton, N. Y. A 1.
Agricultural and Technical Institute at Cobleskill, Cobleskill, N. Y. A 1.
Agricultural and Technical Institute, Farmingdale, N. Y. A 8.
Agricultural and Technical Institute, Morrisville, N. Y. Robert G. Nurnberger, *Pres.* Taney J. Beaumont, III, *Sec.* A 11.
College for Teachers at Albany, Albany, N. Y. Kendall A. Birr, *Pres.* Margaret Stewart, *Sec.* A 68; (A) 1; E 4.
College for Teachers at Buffalo, Buffalo, N. Y. John R. McRae, *Sec.* A 104; (A) 4.
Downstate Medical Center, Brooklyn, N. Y. A 5.
Harpur College, Endicott, N. Y. A 15; (A) 1.
Maritime College, Fort Schuyler, N. Y. J. Thomas Hidalgo, *Pres.* Alvin E. Kinney, *Sec.* A 6.
State University College on Long Island, Oyster Bay, N. Y. A 6.
Teachers College at Brockport, Brockport, N. Y. Henry Gould, *Pres.* Pearl E. Britton, *Sec.* A 33; (A) 1.
Teachers College at Cortland, Cortland, N. Y. Maurie Hillson, *Pres.* Catharine D. Fressie, *Sec.* A 63; (A) 2; E 1.
Teachers College at Fredonia, Fredonia, N. Y. William P. Knode, *Pres.* A 36.

- Teachers College at Geneseo, Geneseo, N. Y. A 12.
- Teachers College at New Paltz, New Paltz, N. Y. Albert S. Kerr, *Pres.* Victor Landau, *Sec.* A 36.
- Teachers College at Oneonta, Oneonta, N. Y. Bernard F. Joslin, *Pres.* Janet E. Green, *Sec.* A 35; (A) 2; E 1.
- Teachers College at Oswego, Oswego, N. Y. Frank P. Hulme, *Pres.* Johnson G. Cooper, *Sec.* A 28.
- Teachers College at Plattsburg, Plattsburg, N. Y. A 10.
- Teachers College at Potsdam, Potsdam, N. Y. F. Roger Dunn, *Pres.* Charles Lahey, *Sec.* A 26; E 1.
- Upstate Medical Center, Syracuse, N. Y. A 9.
- New York University, New York, N. Y. Peter L. Agnew, *Pres.* William B. Hebard, *Sec.* A 417; J 16; (A) 8; E 9.
- Newark College of Engineering, Newark, N. J. William J. Jaffe, *Pres.* Nelson C. Keables, *Sec.* A 44.
- Newark State College, Union, N. J. Donald R. Raichle, *Pres.* William D. Eppes, *Sec.* A 16.
- Newberry College, Newberry, S. C. A 7; (A) 1.
- Newton College of the Sacred Heart, Newton, Mass. A 2; J 1.
- Nichols College of Business Administration, Dudley, Mass. A 1.
- Norman College, Norman Park, Ga. A 1.
- North Carolina, Agricultural and Technical College of, Greensboro, N. C. Calvin R. Stevenson, *Pres.* Charles L. Hayes, *Sec.* A 37; (A) 1.
- North Carolina College at Durham, Durham, N. C. C. Elwood Boulware, *Pres.* John V. Turner, *Sec.* A 24.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Ivan D. Jones, *Pres.* Burton F. Beers, *Sec.* A 59; (A) 2; E 1.
- North Carolina State Teachers College, Elizabeth City, N. C. A 3.
- North Carolina, University of, Chapel Hill, N. C. W. Robert Mann, *Pres.* Emil T. Chanlett, *Sec.* A 131; J 1; (A) 2; E 6.
- North Carolina, University of, The Woman's College of the, Greensboro, N. C. William N. Felt, *Pres.* Barbara W. Brandon, *Sec.* A 42; (A) 2; E 2.
- North Central College, Naperville, Ill. A 6.
- North Dakota Agricultural College, Fargo, N. Dak. Earl A. Helgeson, *Pres.* Martin I. Blake, *Sec.* A 53; E 1.
- North Dakota State Normal and Industrial College, Ellendale, N. Dak. A 2.
- North Dakota State Teachers College, Mayville, N. Dak. A 4.
- North Dakota State Teachers College, Minot, N. Dak. Ellen V. Johnson, *Pres.* Paul B. Moore, *Sec.* A 32; (A) 1; E 1.
- North Dakota State Teachers College, Valley City, N. Dak. A 5; E 1.
- North Dakota, University of, Grand Forks, N. Dak. Myrtle Pedersen, *Pres.* Arthur Koth, *Sec.* A 127; J 3; (A) 2; E 3.
- North Greenville Junior College, Taylors, S. C. A 2.
- North Park College and Theological Seminary, Chicago, Ill. J. William Fredrickson, *Pres.* J. Melburn Soneson, *Sec.* A 22; (A) 1.
- Northeastern State College, Tahlequah, Okla. A 2; (A) 1.
- Northeastern University, Boston, Mass. A 19.
- Northern State Teachers College, Aberdeen, S. Dak. Gertrude N. Miller, *Pres.* Vesta Hanson, *Sec.* A 18; (A) 1.
- Northland College, Ashland, Wis. A 3.
- Northwest Nazarene College, Nampa, Idaho. A 2.
- Northwestern College, Orange City, Iowa. A 1.
- Northwestern Lutheran Theological Seminary, Minneapolis, Minn. A 1.
- Northwestern State College, Alva, Okla. J. Louis Bouchard, *Pres.* Eva A. Wood, *Sec.* A 29.
- Northwestern University, Evanston, Ill. Douglas N. Morgan, *Pres.* Robert D. Mayo, *Sec.* A 275; J 10; (A) 4; E 10.
- Norwich University, Northfield, Vt. Richard M. McNeer, *Sec.* A 17; E 1.
- Notre Dame, University of, Notre Dame, Ind. Donald J. Lewis, *Pres.* Jerome J. Judge, *Sec.* A 122.
- Oakland Junior College, Oakland, Calif. A 2.
- Oberlin College, Oberlin, Ohio. Calvin G. Rollins, *Pres.* W. Bruce Hawkins, *Sec.* A 92; (A) 2; E 6.
- Occidental College, Los Angeles, Calif. Kenneth Kurtz, *Pres.* Robert E. Dickerson, *Sec.* A 38; J 1; (A) 1; E 4.
- Oceanside-Carlsbad College, Oceanside, Calif. A 1.
- Odessa College, Odessa, Tex. A 2.
- Oglethorpe University, Atlanta, Ga. A 6.
- Ohio Northern University, Ada, Ohio. Harriette S. Ritz, *Pres.* Katie L. Hanson, *Sec.* A 23; E 1.
- Ohio State University, The, Columbus, Ohio. Ralph L. Dewey, *Pres.* Meno Lovenstein, *Sec.* A 225; J 4; (A) 6; E 15.
- Ohio University, Athens, Ohio. William T. Fishback, *Pres.* Herbert Lederer, *Sec.* A 149; (A) 1; E 1.
- Ohio Wesleyan University, Delaware, Ohio. Robert H. Ross, Jr., *Pres.* Constance C. Whitaker, *Sec.* A 82; (A) 1; E 3.
- Oklahoma Baptist University, Shawnee, Okla. Gregory D. Pritchard, *Pres.* Beryl E. Clotfelter, *Sec.* A 18; (A) 1.
- Oklahoma City University, Oklahoma City, Okla. A 3.
- Oklahoma College for Women, Chickasha, Okla. A 1.
- Oklahoma Agricultural and Mechanical College, Eastern, Wilburton, Okla. A 2.
- Oklahoma Junior College, Northern, Tonkawa, Okla. J 1.
- Oklahoma Agricultural and Mechanical College, Northeastern, Miami, Okla. A 2.
- Oklahoma State University, Stillwater, Okla. Theodore L. Agnew, Jr., *Pres.* Juanita Noel, *Sec.* A 47.
- Oklahoma, University of, Norman, Okla. George W. Murphy, *Pres.* Paul A. Brinker, *Sec.* A 151; J 9; (A) 2; E 7.

- Omaha, Municipal University of, Omaha, Nebr. George T. Harris, *Pres.* Ellen Lord, *Sec.* A 47; (A) 3; E 1.
- Oregon College of Education, Monmouth, Oreg. Charles R. McClure, *Pres.* Joseph K. Cumiskey, *Sec.* A 36.
- Olympic College, Bremerton, Wash. A 9; E 1.
- Oregon College, Eastern, La Grande, Oreg. Leona C. Golz, *Pres.* Kittie May Crockett, *Sec.* A 29.
- Oregon College, Southern, Ashland, Oreg. Elliott B. MacCracken, *Pres.* Myrtle Funkhouser, *Sec.* A 37.
- Oregon State College, Corvallis, Oreg. J. Ritchie Cowan, *Pres.* Donald R. Hunt, *Sec.* A 230; (A) 9; E 4.
- Oregon, University of, Eugene, Oreg. Wesley C. Ballaine, *Pres.* Howard E. Dean, *Sec.* A 224; J 4; (A) 3; E 10.
- Oregon, University of (Dental and Medical Schools), Portland, Oreg. A 6.
- Osteopathic Medicine, College of, Des Moines, Iowa. A 1.
- Osteopathic Physicians and Surgeons, College of, Los Angeles, Calif. A 2.
- Ottawa University, Ottawa, Kans. A 1.
- Otterbein College, Westerville, Ohio. A 4; E 1.
- Ouachita Baptist College, Arkadelphia, Ark. A 3.
- Our Lady of Cincinnati College, Edgecliff, Walnut Hills, Cincinnati, Ohio. R. T. Hance, *Pres.* S. A. E. Betz, *Sec.* A 7.
- Our Lady of the Lake College, San Antonio, Tex. A 1.
- Pace College, New York, N. Y. Gunnar A. T. Ekberg, *Pres.* Alice Lewis, *Sec.* A 37; (A) 1.
- Pacific College of the, Stockton, Calif. Elizabeth Matson, *Pres.* S. R. Beckler, *Sec.* A 52; E 1.
- Pacific Lutheran College, Parkland, Wash. Ottilie E. Little, *Sec.* A 26.
- Pacific Union College, Angwin, Calif. A 1.
- Pacific University, Forest Grove, Oreg. Irving C. Story, *Pres.* A 10.
- Paducah Junior College, Paducah, Ky. A 1.
- Paine College, Augusta, Ga. A 2.
- Palm Beach Junior College, Lake Worth, Fla. A 5.
- Palomar College, San Marcos, Calif. A 2.
- Palo Verde Junior College, Blythe, Calif. A 1.
- Pan-American College, Edinburg, Tex. Walter G. Dyer, *Pres.* A 31; J 1.
- Panhandle Agricultural and Mechanical College, Goodwell, Okla. A 1.
- Park College, Parkville, Mo. A 7.
- Parsons College, Fairfield, Iowa. A 5.
- Pasadena City College, Pasadena, Calif. A 5.
- Pasadena College, Pasadena, Calif. A 2.
- Paterson State College, Paterson, N. J. A 19.
- Peabody Institute of the City of Baltimore, Baltimore, Md. A 6.
- Peace College, Raleigh, N. C. A 2.
- Pembroke State College, Pembroke, N. C. A 4.
- Pennsylvania Military College, Chester, Pa. Russell C. Ery, *Pres.* Claude B. Helms, *Sec.* A 13.
- Pennsylvania State Teachers College, Bloomsburg, Pa. A 6.
- Pennsylvania State Teachers College, California, Pa. George S. Hart, *Sec.* A 10.
- Pennsylvania State Teachers College, Cheyney, Pa. A 5.
- Pennsylvania State Teachers College, Clarion, Pa. A 4; J 1.
- Pennsylvania State Teachers College, East Stroudsburg, Pa. Willie T. King, *Pres.* Helen E. Booth, *Sec.* A 24.
- Pennsylvania State Teachers College, Edinboro, Pa. Lawrence C. Vincent, *Pres.* Justina J. Baron, *Sec.* A 18; E 1.
- Pennsylvania State Teachers College, Indiana, Pa. Edward W. Bieghler, *Pres.* A 16; (A) 1.
- Pennsylvania State Teachers College, Kutztown, Pa. Gladys C. Mathias, *Pres.* Roy A. Brown, *Sec.* A 7.
- Pennsylvania State Teachers College, Lock Haven, Pa. Paul Bernstein, *Pres.* Ruth M. Holmes, *Sec.* A 18; (A) 1; E 1.
- Pennsylvania State Teachers College, Mansfield, Pa. Bernard Baum, *Pres.* Eugene Jones, *Sec.* A 35; (A) 2.
- Pennsylvania State Teachers College, Millersville, Pa. Theodore H. Rupp, *Pres.* Esther M. Kilheffer, *Sec.* A 33; E 2.
- Pennsylvania State Teachers College, Shippensburg, Pa. A 3.
- Pennsylvania State Teachers College, Slippery Rock, Pa. A 10; (A) 1.
- Pennsylvania State Teachers College, West Chester, Pa. A 4; E 2.
- Pennsylvania State University, University Park, Pa. E. Willard Miller, *Pres.* H. E. Dickson, *Sec.* A 372; J 12; (A) 5; E 16.
- Pennsylvania State University (Swarthmore Center), Swarthmore, Pa. A 1.
- Pennsylvania, University of, Philadelphia, Pa. Arthur H. Scouten, *Pres.* Bodo L. O. Richter, *Sec.* A 252; J 10; (A) 3; E 13.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. A 6.
- Pensacola Junior College, Pensacola, Fla. Elbert G. Owens, *Pres.* Lois L. Zimmerman, *Sec.* A 31.
- Pfeiffer College, Misenheimer, N. C. A 13.
- Philadelphia College of Pharmacy and Science, Philadelphia, Pa. A 3; J 1.
- Philadelphia Textile Institute, Philadelphia, Pa. A 2.
- Philander Smith College, Little Rock, Ark. James D. Boyack, *Pres.* John R. Ewbank, *Sec.* A 6.
- Phoenix College, Phoenix, Ariz. J. Smith Decker, *Pres.* David V. Nelson, *Sec.* A 21.
- Pikeville College, Pikeville, Ky. A 4.
- Pine Manor Junior College, Wellesley, Mass. A 2.
- Pittsburgh, University of, Pittsburgh, Pa. Jerome L. Rosenberg, *Pres.* Montgomery M. Culver, *Sec.* A 208; J 3; (A) 6; E 9.
- Plymouth Teachers College, Plymouth, N. H. A 5.
- Pomona College, Claremont, Calif. Harry J. Ball, Jr., *Sec.* A 21; (A) 2; E 4.
- Porterville College, Porterville, Calif. A 1.
- Portland State College, Portland, Oreg. Egbert S. Oliver, *Pres.* Anthony Netboy, *Sec.* A 86; (A) 2.

- Portland, University of, Portland, Oreg.
Merle A. Starr, *Pres.* A 7; (A) 1; E 2.
- Prairie View Agricultural and Mechanical College, Prairie View, Tex. A 19.
- Pratt Institute, Brooklyn, N. Y. George A. Finch, *Pres.* Arnold Friedmann, *Sec.* A 48; (A) 2.
- Presbyterian College, Clinton, S. C. A 1.
- Princeton Theological Seminary, Princeton, N. J. A 1.
- Princeton University, Princeton, N. J. John Turkevich, *Pres.* Russell A. Fraser, *Sec.* A 122; J 1; (A) 3; E 9.
- Principia College, Elsah, Ill. W. J. Hooper, *Pres.* David T. Sorensen, *Sec.* A 5; (A) 1.
- Providence College, Providence, R. I. A 1.
- Pueblo Junior College, Pueblo, Colo. A 1.
- Puerto Rico, University of, Rio Piedras, P. R. William Sinz, *Pres.* A 38; (A) 1.
- Puget Sound, College of, Tacoma, Wash. Warren E. Tomlinson, *Pres.* Jean S. Bowers, *Sec.* A 50.
- Purdue University, Lafayette, Ind. Frederick J. Bogardus, *Pres.* Patrick F. Belcastro, *Sec.* A 338; J 16; (A) 2; E 15.
- Queens College, Flushing, N. Y. Lucile Lindberg, *Pres.* Frances P. Hoffman, *Sec.* A 148; (A) 1.
- Queens College, Charlotte, N. C. Norris W. Preyer, *Pres.* A 14; (A) 1; E 1.
- Queens University, Kingston, Ontario, Canada. A 1.
- Quincy College, Quincy, Ill. E 1.
- Quinnipiac College, Hamden, Conn. A 1.
- Radford College, Radford, Va. A 12; (A) 1.
- Randolph-Macon College, Ashland, Va. A 4; J 1; E 1.
- Randolph-Macon Woman's College, Lynchburg, Va. Mary F. Williams, *Pres.* Martha S. Bell, *Sec.* A 42; (A) 1; E 7.
- Redlands, University of, Redlands, Calif. William E. Umbach, *Pres.* Richard S. Welsh, *Sec.* A 35; J 1; (A) 3; E 1.
- Reed College, Portland, Oreg. Burrowes Hunt, *Pres.* Alan L. Logan, *Sec.* A 40; (A) 2.
- Reedley College, Reedley, Calif. (A) 2.
- Regis College, Weston, Mass. A 2.
- Reinhardt College, Waleska, Ga. A 1.
- Rensselaer Polytechnic Institute, Troy, N. Y. Robert Resnick, *Pres.* Bernd Foerster, *Sec.* A 71; (A) 1.
- Rhode Island College of Education, Providence, R. I. Mary M. Keffe, *Pres.* A 11.
- Rhode Island School of Design, Providence, R. I. A 3.
- Rhode Island, University of, Kingston, R. I. Leo Diesendruck, *Pres.* John A. Vann Eerde, *Sec.* A 114; J 3; (A) 4; E 4.
- Rice Institute, Houston, Tex. Alan D. McKillop, *Pres.* A 22; (A) 2; E 3.
- Richmond Professional Institute, Richmond, Va. Donald B. Tennant, *Pres.* Donald P. Ogdon, *Sec.* A 24; J 1.
- Richmond, University of, Richmond, Va. A 13.
- Ricker College, Houlton, Maine. A 1.
- Ricks College, Rexburg, Idaho. A 1.
- Rider College, Trenton, N. J. Leon J. Agourides, *Pres.* Ruth E. Shiller, *Sec.* A 50; (A) 1.
- Ripon College, Ripon, Wis. H. R. Cort, Jr., *Pres.* Alexander C. Hooker, Jr., *Sec.* A 25; (A) 2; E 1.
- Riverside City College, Riverside, Calif. A 2; E 1.
- Roanoke College, Salem, Va. A 9; (A) 1.
- Robert College, Istanbul, Turkey. A 4; (A) 1.
- Rochester Institute of Technology, Rochester, N. Y. A 27.
- Rochester, University of, Rochester, N. Y. Vincent Nowlis, *Pres.* Howard S. Merritt, *Sec.* A 139; J 16; (A) 1; E 2.
- Rockford College, Rockford, Ill. Atwood Hudson, *Pres.* A 19; (A) 2; E 2.
- Rockhurst College, Kansas City, Mo. A 1.
- Rollins College, Winter Park, Fla. Dan A. Thomas, *Pres.* James H. Russell, *Sec.* A 21; (A) 1; E 4.
- Roosevelt University, Chicago, Ill. Ruby Franklin, *Pres.* Wilma F. Lux, *Sec.* A 66; J 1; (A) 4; E 1.
- Rosary College, River Forest, Ill. A 2.
- Rosary Hill College, Buffalo, N. Y. Marion Elmer, *Pres.* John T. Masterson, *Sec.* A 7.
- Rose Polytechnic Institute, Terre Haute, Ind. A 11; E 2.
- Rosemont College, Rosemont, Pa. A 6.
- Russell Sage College, Troy, N. Y. A 21; (A) 1.
- Rutgers, The State University, New Brunswick, N. J. Helen G. Hurd, *Pres.* Elizabeth F. Boyd, *Sec.* A 214; J 2; (A) 3; E 8.
- Rutgers, The State University (College of South Jersey), Camden, N. J. Harry H. Shapiro, *Pres.* C. Robert Morris, Jr., *Sec.* A 9.
- Rutgers, The State University (The Newark Colleges), Newark, N. J. C. Clarence Ferguson, *Pres.* Mary Plevich, *Sec.* A 47; (A) 3; E 3.
- Rust College, Holly Springs, Miss. A 1.
- Sacramento Junior College, Sacramento, Calif. Carson P. Sheetz, *Pres.* Mary-Elizabeth C. K. Rand, *Sec.* A 27.
- Sacramento State College, Sacramento, Calif. Ian P. McGreal, *Pres.* John Motlow, *Sec.* A 85.
- St. Ambrose College, Davenport, Iowa. Hellmuth J. Kormmüller, *Pres.* Patrick W. McCoy, *Sec.* A 37.
- St. Anselm's College, Manchester, N. H. Joseph C. Ezyk, *Pres.* Ann M. Sullivan, *Sec.* A 15; (A) 1.
- St. Augustine's College, Raleigh, N. C. A 1.
- St. Bonaventure University, St. Bonaventure, N. Y. Kenneth H. Cornell, *Pres.* Thomas A. Augustine, *Sec.* A 12.
- Saint Catherine, College of, St. Paul, Minn. A 2.
- St. Cloud State College, St. Cloud, Minn. Martha G. Worthington, *Pres.* Eloise N. Courter, *Sec.* A 35; (A) 1.
- St. Francis College, Brooklyn, N. Y. A 1.
- St. Francis College, Loretto, Pa. A 4.
- St. John Fisher College, Rochester, N. Y. A 4.
- St. John's College, Annapolis, Md. A 2; E 1.

- St. John's University, Collegeville, Minn. A 9.
- St. John's University, Brooklyn, N. Y. George F. Monahan, Jr., *Sec.* A 34.
- St. John's University (School of Commerce), Brooklyn, N. Y. A 8.
- St. Joseph College, West Hartford, Conn. A 16.
- Se. Joseph's College, Rennselaer, Ind. Francis E. X. Dance, *Pres.* George J. Lubeley, *Sec.* A 17.
- St. Joseph's College, Philadelphia, Pa. A 3.
- St. Lawrence University, Canton, N. Y. Donald C. Peckham, *Pres.* Robert G. Wolk, *Sec.* A 59; (A) 1; E 2.
- St. Louis College of Pharmacy and Allied Sciences, St. Louis, Mo. A 1.
- St. Louis University, St. Louis, Mo. A 37; J 1; (A) 1; E 1.
- St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. A 2.
- St. Mary's College of California, St. Mary's, Calif. Jack H. Jennings, *Pres.* Le Roy F. Smith, *Sec.* A 12.
- St. Mary's College, Notre Dame, Ind. A 2; (A) 1.
- St. Mary's College, Winona, Minn. A 1.
- St. Mary's University, San Antonio, Tex. A 3.
- St. Michael's College, Winooski Park, Vt. A 2.
- St. Norbert College, West de Pere, Wis. A 1.
- St. Olaf College, Northfield, Minn. Loring D. Knecht, *Pres.* Howard D. Orr, *Sec.* A 61; J 1.
- St. Paul's College, Lawrenceville, Va. A 4.
- St. Peter's College, Jersey City, N. J. A 2.
- St. Petersburg Junior College, St. Petersburg, Fla. A 1.
- St. Philip's College, San Antonio, Tex. A 1.
- St. Procopius College, Lisle, Ill. A 4.
- St. Teresa, College of, Winona, Minn. A 5; E 1.
- St. Thomas, College of, St. Paul, Minn. A 7; J 1.
- St. Thomas, University of, Houston, Tex. A 1.
- St. Vincent College, Latrobe, Pa. A 5.
- St. Xavier College, Chicago, Ill. A 2.
- Salem College, Winston-Salem, N. C. H. Michael Lewis, *Pres.* J. Carl Meigs, Jr., *Sec.* A 19; E 1.
- Sam Houston State Teachers College, Huntsville, Tex. A 6.
- San Antonio College, San Antonio, Tex. A 12.
- San Bernardino Valley College, San Bernardino, Calif. Grace Baumgartner, *Sec.* A 11; J 1.
- San Diego Junior College, San Diego, Calif. Charles M. Newman, Jr., *Pres.* Hubert B. Price, *Sec.* A 44.
- San Diego State College, San Diego, Calif. Lionel U. Ridout, *Pres.* Duane M. Rumbaugh, *Sec.* A 135; (A) 5; E 3.
- San Diego, University of, San Diego, Calif. A 1.
- San Fernando Valley State College, Northridge, Calif. Malcolm O. Sillars, *Pres.* A 32; (A) 1.
- San Francisco, City College of, San Francisco, Calif. Robert P. Utter, *Pres.* Leah L. Cooper, *Sec.* A 29; E 2.
- San Francisco College for Women, San Francisco, Calif. A 1.
- San Francisco State College, San Francisco, Calif. John L. Clark, *Pres.* Ann Paterson, *Sec.* A 79; J 2; (A) 1; E 1.
- San Francisco Theological Seminary, San Anselmo, Calif. A 1.
- San Francisco, University of, San Francisco, Calif. John B. Gleason, *Pres.* Robert T. Mack, Jr., *Sec.* A 30.
- San Jose City College, San Jose, Calif. A 4.
- San Jose State College, San Jose, Calif. Henry C. Meckel, *Pres.* Jeanne B. Lawson, *Sec.* A 126; (A) 1; E 3.
- San Mateo, College of, San Mateo, Calif. A 4.
- Santa Ana College, Santa Ana, Calif. A 1.
- Santa Barbara Junior College, Santa Barbara, Calif. A 3.
- Santa Clara, University of, Santa Clara, Calif. A 6.
- Santa Monica City College, Santa Monica, Calif. Harold Nelson, *Pres.* Thomas V. Fuller, *Sec.* A 14; E 1.
- Santa Rosa Junior College, Santa Rosa, Calif. A 1.
- Sarah Lawrence College, Bronxville, N. Y. Adda B. Bozeman, *Pres.* Ermine Stone, *Sec.* A 30.
- Saskatchewan, University of, Saskatoon, Saskatchewan, Canada. J 1.
- Savannah State College, Savannah, Ga. J. Randolph Fisher, *Pres.* Ella W. Fisher, *Sec.* A 23; (A) 1.
- Scranton, University of, Scranton, Pa. A 10.
- Scripps College, Claremont, Calif. A 11; E 1.
- Seattle Pacific College, Seattle, Wash. A 1.
- Seattle University, Seattle, Wash. A 1; (A) 1.
- Sequoias, Collège of the, Visalia, Calif. A 1.
- Seton Hall University, South Orange, N. J. A 38.
- Seton Hill College, Greensburg, Pa. Helen V. Irwin, *Pres.* Margaret Garrity, *Sec.* A 9.
- Shasta College, Redding, Calif. A 21.
- Shaw University, Raleigh, N. C. A 4.
- Shenandoah College and Shenandoah Conservatory of Music, Dayton, Va. A 1.
- Shepherd College, Shepherdstown, W. Va. William M. Speg, *Pres.* Mary J. Scanlon, *Sec.* A 19; E 2.
- Shimer College, Mount Carroll, Ill. A 1.
- Shorter College, Rome, Ga. A 2; E 1.
- Siena Heights College, Adrian, Mich. A 1.
- Simmons College, Boston, Mass. George W. Nitchie, *Pres.* Josephine F. Milburn, *Sec.* A 46; E 2.
- Simpson Bible College, San Francisco, Calif. A 1.
- Simpson College, Indianola, Iowa. A 3; (A) 1.
- Skidmore College, Saratoga Springs, N. Y. Sonja P. Karsen, *Pres.* Horace Reed, *Sec.* A 39; E 3.
- Smith College, Northampton, Mass. A 39; (A) 1; E 4.
- South, University of the, Sewanee, Tenn. John Dicks, *Pres.* Robert A. Degen, *Sec.* A 21; (A) 1; E 1.
- South Carolina State College, Orangeburg, S. C. A 12; (A) 2.

- South Carolina, University of, Columbia, S. C. George S. King, *Pres.* Elizabeth O'Dell, *Sec.* A 80; J 1; E 1.
- South Dakota School of Mines and Technology, Rapid City, S. Dak. A 6; (A) 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Marvin P. Riley, *Pres.* Zora Colburn, *Sec.* A 54; J 6.
- South Dakota, University of, Vermillion, S. Dak. John Paul Jones, *Pres.* J. William Maxwell, *Sec.* A 60; (A) 2; E 4.
- Southeastern Baptist Theological Seminary, Wake Forest, N. C. A 1.
- Southeastern State College, Durant, Okla. Eugene E. Slaughter, *Pres.* Mildred E. Riling, *Sec.* A 19; (A) 2; J 1.
- Southern Baptist Theological Seminary, Louisville, Ky. A 1.
- Southern California, University of, Los Angeles, Calif. James D. Finn, *Pres.* George H. Seward, *Sec.* A 190; J 15; (A) 5; E 10.
- Southern College of Optometry, Memphis, Tenn. A 2; (A) 1.
- Southern Methodist University, Dallas, Tex. John M. Glowacki, *Pres.* Don E. Edmondson, *Sec.* A 64; (A) 3; E 1.
- Southern State College, Magnolia, Ark. John A. Smart, *Sec.* A 11; (A) 1; E 1.
- Southern State Teachers College, Springfield, S. Dak. Edward J. Muzik, *Pres.* Harold S. Anderson, *Sec.* A 20.
- Southern University and Agricultural and Mechanical College, Baton Rouge, La. Blyden Jackson, *Pres.* Henry E. Cobb, *Sec.* A 56.
- Southwest Baptist College, Bolivar, Mo. A 3.
- Southwestern at Memphis, Memphis, Tenn. A 3; E 1.
- Southwestern College, Winfield, Kans. A 2.
- Southwestern University, Georgetown, Tex. L. H. Merzbach, *Pres.* Mary E. Fox, *Sec.* A 17; (A) 1; E 1.
- Spelman College, Atlanta, Ga. A 5.
- Spring Hill College, Spring Hill, Ala. A 2.
- Springfield College, Springfield, Mass. Frank A. Warren, *Pres.* John R. Haines, *Sec.* A 13; (A) 1; E 1.
- Stanford University, Stanford, Calif. Arthur F. Wright, *Pres.* William A. Bonner, *Sec.* A 247; J 4; (A) 2; E 18.
- Stephen F. Austin State College, Nacogdoches, Tex. A 21.
- Stephens College, Columbia, Mo. A 14; (A) 1; E 1.
- Sterling College, Sterling, Kans. A 5.
- Stetson University, DeLand, Fla. James E. Wills, Jr., *Pres.* John L. Hodges, *Sec.* A 31.
- Stevens Institute of Technology, Hoboken, N. J. Arthur Lesser, Jr., *Pres.* Ralph Schiller, *Sec.* A 27.
- Stillman College, Tuscaloosa, Ala. A 1.
- Stout State College, Menomonie, Wis. Phyllis D. Bentley, *Sec.* A 10; (A) 1.
- Suffolk University, Boston, Mass. A 4.
- Sul Ross State College, Alpine, Tex. A 2.
- Sullins College, Bristol, Va. A 1.
- Susquehanna University, Selingsgrove, Pa. John J. Houtz, *Pres.* Jane F. Barlow, *Sec.* A 14.
- Swarthmore College, Swarthmore, Pa. Joseph W. Conard, *Pres.* Michael Scriven, *Sec.* A 64; (A) 2.
- Sweet Briar College, Sweet Briar, Va. A 31; (A) 2; E 3.
- Syracuse University, Syracuse, N. Y. Mary H. Marshall, *Pres.* Sylvia Gourevitch, *Sec.* A 310; J 17; (A) 2; E 11.
- Syracuse University (Utica College), Utica, N. Y. M. Dorisse Howe, *Pres.* A 30; (A) 2.
- Taft College, Taft, Calif. A 2.
- Talladega College, Talladega, Ala. A 5; E 1.
- Tampa, University of, Tampa, Fla. A 14.
- Tarkio College, Tarkio, Mo. A 3.
- Tarleton State College, Stephenville, Tex. A 4.
- Taylor University, Upland, Ind. A 4; (A) 1.
- Temple University, Philadelphia, Pa. Edwin B. Bronner, *Pres.* John H. Freehafer, *Sec.* A 157; J 2; (A) 2; E 4.
- Tennessee Agricultural and Industrial State University, Nashville, Tenn. A 6.
- Tennessee Polytechnic Institute, Cookeville, Tenn. A 5.
- Tennessee State College, East, Johnson City, Tenn. A 12; (A) 2.
- Tennessee State College, Middle, Murfreesboro, Tenn. John A. Patten, *Pres.* Buleah Davis, *Sec.* A 36.
- Tennessee, University of, Knoxville, Tenn. John R. Moore, *Pres.* E. Ohmer Milton, *Sec.* A 172; J 13; (A) 1; E 2.
- Tennessee, University of (Martin Branch), Martin, Tenn. James R. Wilson, *Pres.* William H. Baker, *Sec.* A 30.
- Tennessee Wesleyan College, Athens, Tenn. Richard M. Johnson, *Pres.* Rowland M. Hill, *Sec.* A 11.
- Territorial College of Guam, Agana, Guam. A 2.
- Texas, Agricultural and Mechanical College of, College Station, Tex. Robert M. Stevenson, *Pres.* A 78; (A) 2; E 1.
- Texas Christian University, Fort Worth, Tex. Landon A. Colquitt, *Pres.* William J. Hammond, *Sec.* A 19; (A) 1.
- Texas College, Tyler, Tex. A 1.
- Texas College of Arts and Industries, Kingsville, Tex. John C. Rayburn, *Pres.* Harry B. Sanders, *Sec.* A 26; J 1; E 2.
- Texas Lutheran College, Seguin, Tex. A 5.
- Texas Southern University, Houston, Tex. A 11.
- Texas Baptist College, East, Marshall, Tex. A 6.
- Texas State College, East, Commerce, Tex. A 16.
- Texas State College, North, Denton, Tex. Jack B. Scroggs, *Pres.* Sarah L. Kennerly, *Sec.* A 92; J 2; (A) 4.
- Texas State College, West, Canyon, Tex. Luther G. Hagard, *Pres.* Olan J. Lehman, *Sec.* A 24; (A) 1.
- Texas, State Teachers College, Southwest, San Marcos, Tex. A 12; (A) 1; E 1.
- Texas Technological College, Lubbock, Tex. Roy J. Sampson, *Pres.* A 42; J 1; (A) 1; E 3.

- Texas, University of, Austin, Tex. Ira Iscoe, *Pres.* Winifred P. Lehmann, *Sec.* A 156; J 4; (A) 3; E 10.
- Texas, University of (Dental Branch), Houston, Tex. Paul E. Tullar, *Pres.* Donald C. Kroeger, *Sec.* A 19.
- Texas, University of (Medical School), Galveston, Tex. A 8; J 1.
- Texas, University of (Southwestern Medical School), Dallas, Tex. A 5; E 1.
- Texas Western College, El Paso, Tex. Jack L. Cross, *Pres.* Eleanor L. Duke, *Sec.* A 31; J 1.
- Texas Wesleyan College, Ft. Worth, Tex. A 4.
- Texas Woman's University, Denton, Tex. Max L. Shipley, *Pres.* Agnes Tramel, *Sec.* A 57; J 2; (A) 1; E 3.
- Thiel College, Greenville, Pa. Ralph S. Wehner, *Pres.* Georgianne A. Stary, *Sec.* A 11; (A) 1; E 1.
- Tift College, Forsyth, Ga. A 2.
- Toledo, University of, Toledo, Ohio. Randolph C. Downes, *Pres.* B. W. Stevenson, *Sec.* A 77; (A) 6; E 2.
- Toronto, University of, Toronto, Ontario, Canada. A 4; J 1.
- Tougaloo Southern Christian College, Tougaloo, Miss. A 7.
- Transylvania College, Lexington, Ky. John F. Harrison, *Pres.* Francis H. Mitchell, *Sec.* A 19.
- Trenton State College, Trenton, N. J. Leon B. Wolcott, *Pres.* Charles B. Packard, *Sec.* A 48; (A) 1.
- Trinity College, Hartford, Conn. Eugene W. Davis, *Pres.* Edward Bobko, *Sec.* A 51; (A) 1; E 3.
- Trinity College, Burlington, Vt. A 1.
- Trinity College, Washington, D. C. A 7; E 1.
- Trinity University, San Antonio, Tex. Owen J. Reamer, *Pres.* Janie Silver, *Sec.* A 23; E 1.
- Troy State College, Troy, Ala. A 2.
- Tufts University, Medford, Mass. Ruth Whittredge, *Pres.* Bernard W. Harleston, *Sec.* A 88; (A) 3; E 4.
- Tulane University of Louisiana, New Orleans, La. Leonard Reissman, *Pres.* A 143; J 5; (A) 1; E 3.
- Tulsa, University of, Tulsa, Okla. John P. Dratz, *Pres.* Harry A. Broad, *Sec.* A 35; (A) 1; E 1.
- Tusculum College, Greenville, Tenn. A 2.
- Tuskegee Institute, Tuskegee, Ala. A 7.
- Tyler Junior College, Tyler, Tex. A 2.
- Union College, Barbourville, Ky. Mary Petrus, *Pres.* Rena Milliken, *Sec.* A 6.
- Union College and University, Schenectady, N. Y. Carl Niemeyer, *Pres.* Alan Nelson, *Sec.* A 71; E 8.
- Union Junior College, Cranford, N. J. A 6.
- Union Theological Seminary, New York, N. Y. A 2; J 1.
- Union University, Jackson, Tenn. A 4.
- United States Air Force Academy, Denver, Colo. A 1.
- United States Army Language School, Presidio of Monterey, Calif. Hans W. Munzer, *Pres.* Joseph Kasparek-Olst, *Sec.* A 37.
- United States Coast Guard Academy, New London, Conn. A 2.
- United States Merchant Marine Academy, Kings Point, N. Y. A 22.
- United States Military Academy, West Point, N. Y. A 1.
- United States Naval Academy, Annapolis, Md. A 7; E 3.
- United States Naval Postgraduate School, Monterey, Calif. John D. Riffin, *Pres.* Roy W. Prowell, *Sec.* A 42; E 1.
- Upper Iowa University, Fayette, Iowa. A 8.
- Upsala College, East Orange, N. J. John Gallagher, *Pres.* Frederick E. Hahn, *Sec.* A 51; J 1; (A) 2; E 1.
- Ursinus College, Collegeville, Pa. A 18; J 1; E 1.
- Ursuline College, Louisville, Ky. A 1.
- Utah State University of Agriculture and Applied Science, Logan, Utah. Norman Bauer, *Pres.* George H. Kelker, *Sec.* A 47; J 1; (A) 1; E 1.
- Utah, University of, Salt Lake City, Utah. Emil Lucki, *Pres.* Dorothy Snow, *Sec.* A 136; J 8; (A) 1; E 5.
- Valdosta State College, Valdosta, Ga. Harold S. Gulliver, *Pres.* A 7.
- Vallejo Junior College, Vallejo, Calif. A 1.
- Valparaiso University, Valparaiso, Ind. A 2.
- Vanderbilt University, Nashville, Tenn. Stanford C. Ericksen, *Pres.* Louis J. Hudon, *Sec.* A 46; J 1; (A) 1.
- Vassar College, Poughkeepsie, N. Y. L. Joseph Stone, *Pres.* Eisha Grier, *Sec.* A 79; (A) 1; E 6.
- Ventura College, Ventura, Calif. A 7.
- Vermont Junior College, Montpelier, Vt. A 1.
- Vermont, University of, Burlington, Vt. George T. Little, *Pres.* Herbert C. McArthur, *Sec.* A 71; J 2; E 6.
- Victoria College, Victoria, Tex. A 1.
- Villanova University, Villanova, Pa. Jerome J. Fischer, *Pres.* Bernard Bonniwell, *Sec.* A 47.
- Vincennes University, Vincennes, Ind. A 1.
- Virginia Junior College, Virginia, Minn. A 1.
- Virginia, Medical College of, Richmond, Va. Jesse H. Weatherby, *Pres.* Leslie E. Edwards, *Sec.* A 13; E 1.
- Virginia Military Institute, Lexington, Va. A 9; (A) 1; E 2.
- Virginia Polytechnic Institute, Blacksburg, Va. Cecil A. Horst, *Pres.* Evans G. Thompson, *Sec.* A 61; (A) 3; E 5.
- Virginia State College, Petersburg, Va. Mary W. Neugent, *Sec.* A 25; J 1; (A) 1; E 1.
- Virginia State College (Norfolk Branch), Norfolk, Va. Hollis S. Tildon, *Pres.* Geraldine F. Rogers, *Sec.* A 44; J 4.
- Virginia Union University, Richmond, Va. A 7.
- Virginia, University of, Charlottesville, Va. Ladley Husted, *Pres.* Francis J. Brooke, III, *Sec.* A 97; J 1; (A) 4; E 3.
- Wabash College, Crawfordsville, Ind. John F. Charles, *Pres.* Victor M. Powell, *Sec.* A 20; E 1.
- Wagner Lutheran College, Staten Island, N. Y. Gaspard Pinette, *Pres.* Edythe Kershaw, *Sec.* A 46.

- Wake Forest College, Winston-Salem, N. C. Kenneth E. Keeton, *Pres.* David L. Smiley, *Sec.* A 61; E 1.
- Waldorf College, Forest City, Iowa. A 1.
- Wartburg College, Waverly, Iowa. Edwin T. Sandberg, *Pres.* Elmer W. Hertel, *Sec.* A 8.
- Washburn University of Topeka, Topeka, Kans. Merton French, *Pres.* Rosemary McDonough, *Sec.* A 27; (A) 1; E 1.
- Washington College, Chestertown, Md. A 7; (A) 2; E 1.
- Washington College of Education, Central, Ellensburg, Wash. Henry J. Eickhoff, *Pres.* Jeanette Ware, *Sec.* A 64; (A) 2.
- Washington College of Education, Eastern, Cheney, Wash. Duncan M. Thomson, *Pres.* Vaughn S. Albertson, *Sec.* A 20.
- Washington College of Education, Western, Bellingham, Wash. Robert L. Monahan, *Pres.* William C. Budd, *Sec.* A 50; E 1.
- Washington State University, Pullman, Wash. Nelson Ault, *Pres.* Vernelle L. Meusborn, *Sec.* A 152; J 9; (A) 2; E 3.
- Washington and Jefferson College, Washington, Pa. William B. Stein, *Pres.* Robert W. Gray, *Sec.* A 31; E 1.
- Washington and Lee University, Lexington, Va. A 4; J 1; E 1.
- Washington Missionary College, Washington, D. C. A 2.
- Washington University, St. Louis, Mo. Barry Commoner, *Pres.* Thomas A. Pond, *Sec.* A 156; J 12; (A) 64; E 5.
- Washington, University of, Seattle, Wash. Solomon Katz, *Pres.* Frederick O. Gearing, *Sec.* A 248; J 3; (A) 5; E 17.
- Wayland Baptist College, Plainview, Tex. Dorothy McCoy, *Pres.* Ernestine Norton, *Sec.* A 18.
- Wayne State University, Detroit, Mich. Mildred Peters, *Pres.* Wilhelmine L. Haley, *Sec.* A 245; J 6; (A) 6; E 6.
- Waynesburg College, Waynesburg, Pa. A 6; E 1.
- Webb Institute of Naval Architecture, Glen Cove, N. Y. A 4.
- Weber College, Ogden, Utah. A 1.
- Wellesley College, Wellesley, Mass. Grazia Avitabile, *Pres.* Kathryn C. Turner, *Sec.* A 77; (A) 2; E 7.
- Wells College, Aurora, N. Y. Edith L. Nagel, *Pres.* Joan M. Mooney, *Sec.* A 27; (A) 1; E 3.
- Wenatchee Junior College, Wenatchee, Wash. A 1.
- Wesley College, Dover, Del. A 1.
- Wesleyan College, Macon, Ga. George W. Gignilliat, *Pres.* Linda H. Lane, *Sec.* A 24; E 2.
- Wesleyan University, Middletown, Conn. Louis Q. Mink, *Pres.* Arthur R. Schultz, *Sec.* A 45; E 5.
- West Liberty State College, West Liberty, W. Va. W. Wallace Cayard, *Pres.* Virginia N. Mills, *Sec.* A 15.
- West Virginia Institute of Technology, Montgomery, W. Va. Howard S. Decker, *Pres.* Frank G. Walthall, *Sec.* A 17.
- West Virginia State College, Institute, W. Va. Joseph W. Grider, *Sec.* A 20; (A) 1.
- West Virginia University, Morgantown, W. Va. Robert Stilwell, *Pres.* David W. Northup, *Sec.* A 69; (A) 3; E 3.
- West Virginia Wesleyan College, Blackhannon, W. Va. A 11; J 1; E 1.
- Westbrook Junior College, Portland, Maine. A 1.
- Western Carolina College, Cullowhee, N. C. A 4.
- Western College for Women, Oxford, Ohio. Thomas A. Bisson, *Pres.* Helen K. Haughton, *Sec.* A 23; (A) 2; E 2.
- Western Maryland College, Westminster, Md. Ralph B. Price, *Pres.* Gerald E. Cole, *Sec.* A 25; (A) 2; E 1.
- Western Ontario, University of, London, Ontario, Canada. A 5.
- Western Reserve University, Cleveland, Ohio. Lawrence W. Kuhl, *Pres.* A 162; J 8; (A) 8; E 9.
- Westmar College, Le Mars, Iowa. Bernice F. Davies, *Pres.* Harvey N. Kluckhohn, *Sec.* A 18; E 1.
- Westminster College, Fulton, Mo. A 6; J 1.
- Westminster College, New Wilmington, Pa. Paul E. Brown, *Pres.* A 13; (A) 1; E 3.
- Westminster College, Salt Lake City, Utah. A 3.
- Wharton County Junior College, Wharton, Tex. A 2.
- Wheaton College, Wheaton, Ill. A 4.
- Wheaton College, Norton, Mass. Evelyn I. Banning, *Pres.* Lorraine M. Gustafson, *Sec.* A 28; E 3.
- Wheelock College, Boston, Mass. A 6; E 1.
- Whitman College, Walla Walla, Wash. A 20; E 1.
- Whittier College, Whittier, Calif. A 15; (A) 1; E 1.
- Whitworth College, Spokane, Wash. A 2.
- Wichita, University of, Wichita, Kans. Henry H. Malone, *Sec.* A 40; E 2.
- Wiley College, Marshall, Tex. A 2.
- Wilkes College, Wilkes-Barre, Pa. A 27.
- Willamette University, Salem, Oreg. Arthur E. Gravatt, *Pres.* William P. Baker, *Sec.* A 23; (A) 2.
- William Carey College, Hattiesburg, Miss. A 4.
- William and Mary, College of, Williamsburg, Va. William W. Moss, *Pres.* A 36; J 2; E 2.
- William and Mary, College of (Norfolk Division), Norfolk, Va. W. Gerald Akers, *Pres.* A 17; E 1.
- William Jewell College, Liberty, Mo. A 8.
- Williams College, Williamstown, Mass. William G. Cole, *Pres.* A 35; (A) 1; E 1.
- Willimantic State Teachers College, Willimantic, Conn. Charles W. Prewitt, *Pres.* Carol E. Vassallo, *Sec.* A 12; J 1.
- Wilmington College, Wilmington, Ohio. Philip L. Bayless, *Pres.* C. Warren Griffiths, *Sec.* A 15; (A) 2.
- Wilmington College, Wilmington, N. C. A 2.
- Wilson College, Chambersburg, Pa. Edward E. Anderson, *Pres.* Roswell G. Townsend, *Sec.* A 19; E 2.
- Wingate College, Wingate, N. C. A 1.
- Winona State College, Winona, Minn. Stanley Taylor, *Pres.* Augusta C. Nelson, *Sec.* A 14; (A) 1.

- Winston-Salem Teachers College, Winston-Salem, N. C. A 3.
- Winthrop College, Rock Hill, S. C. Elmer T. Crowson, *Pres.* A 36; E 1.
- Wisconsin State College, Eau Claire, Wis. Ruth Johnson, *Pres.* Albert Blumenthal, *Sec.* A 37; (A) 1; E 3.
- Wisconsin State College, LaCrosse, Wis. William C. Wimberly, *Pres.* Arnold I. Temte, *Sec.* A 13.
- Wisconsin State College, Oshkosh, Wis. A 6.
- Wisconsin State College, Platteville, Wis. A 2; (A) 1.
- Wisconsin State College, River Falls, Wis. Edward N. Peterson, *Pres.* Eliahu Wurman, *Sec.* A 27; J 1; (A) 2.
- Wisconsin State College, Stevens Point, Wis. A 9.
- Wisconsin State College, Superior, Wis. A 12; E 1.
- Wisconsin State College, Whitewater, Wis. Paul G. Grant, *Pres.* Lillian B. Zarling, *Sec.* A 24.
- Wisconsin, University of, Madison, Wis. Douglas G. Marshall, *Pres.* Alvin Whiteley, *Sec.* A 249; J 15; (A) 7; E 10.
- Wisconsin-Milwaukee, University of, Milwaukee, Wis. Herman Weil, *Pres.* Lou Ella Burmeister, *Sec.* A 122; (A) 2; E 1.
- Wittenberg College, Springfield, Ohio. Karl H. Hertz, *Pres.* Margaret Kantzer, *Sec.* A 19; (A) 2.
- Wofford College, Spartanburg, S. C. A 9.
- Wooster, College of, Wooster, Ohio. Warren D. Anderson, *Pres.* Thomas D. Claeson, *Sec.* A 36; E 2.
- Worcester Junior College, Worcester, Mass. A 1.
- Worcester Polytechnic Institute, Worcester, Mass. Louis P. Granath, *Sec.* A 12; E 1.
- Wyoming, University of, Laramie, Wyoming. William R. Steckel, *Pres.* Carl A. Cinnamon, *Sec.* A 52; (A) 5; E 4.
- Xavier University, New Orleans, La. Paul A. Kunkel, *Pres.* Oscar Bouise, *Sec.* A 28.
- Xavier University, Cincinnati, Ohio. A 4.
- Yakima Valley Junior College, Yakima, Wash. Robert R. Neuenschwander, *Pres.* Kurt P. Weingarten, *Sec.* A 17; J 1; (A) 1.
- Yale University, New Haven, Conn. Charles L. Black, *Pres.* Robert E. Lane, *Sec.* A 84; J 3; (A) 1; E 7.
- Yankton College, Yankton, S. Dak. Lucile Eldredge, *Pres.* Laurence A. Cummings, *Sec.* A 17; J 1; E 1.
- Yeshiva University, New York, N. Y. Seymour Lainoff, *Pres.* David Fleisher, *Sec.* A 37; (A) 3.
- Young, L. G. Harris College, Young Harris, Ga. A 1.
- Youngstown University, The, Youngstown, Ohio. Gordon W. O'Brien, *Pres.* Wilfred M. Foley, *Sec.* A 67.
- Yuba College, Marysville, Calif. A 4.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to one announcement of his availability during each volume-year at the rate of 50 cents a line, subsequent insertions being charged for at the rate of \$1.00 a line. Non-members may also insert announcements at the rate of \$1.00 a line. For announcements indicating competence in more than one field, there is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher learning for the announcement of academic vacancies. Copy should be received seven weeks before publication date.

Letters in response to announcements published under key numbers should be sent to the Association's Washington Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

American History: Retired professor of history to teach for the second semester 1959-60 during a leave of absence, Midwest liberal arts college. One course in world history, with the other courses in American history. V 1467

Economics and Industrial Relations: Director of Research for an industrial relations center at a midwestern university. Projects undertaken in fields of industrial relations and economic security. Funds for research and publication provided by university. Academic rank and salary will depend on experience and educational background. V 1468

Education: Two openings in secondary education: associate professorship at \$10,000-\$12,000; assistant professorship at \$7500. New York City. Some administrative responsibility. Rapidly growing Graduate School of Education offering Masters and Doctors degrees. V 1469

Management Education: State university has opening for a man to head its executive development and supervisory training programs. Excellent opportunity to achieve national recognition for a job well done. Rank and salary dependent upon qualifications. Full-equity TIAA retirement plan plus liberal group life, total disability, medical, and surgical insurance plans. Fine residential community. V 1470

Teachers Available

Administration: See Economics, Key No. A 7314.

Administration: Social psychologist (Yale, NYU), experienced in development and administration of professional training program, community services, public relations, fund-raising. Seek opportunity to use this in colleges, university or professional school with vision and imagination. Wide public contacts, publications. Available soon. A 7344

Biochemistry-Biophysics: Man, 29, family. B.S., M.S., majors in chemistry and cellular biology. Taught courses in organic chemistry, qual. organic analysis, and

biochemistry. Background in physiology and radiobiology. Publications (pharmacology). Member: A.A.A.S., A.A.U.P., S.A.B., Biophysical Society. Desire position in Midwest or New England permitting research toward Ph.D. degree.

A 7311

Business: Man, 32, married, no children. B.A., LL.B. Business law, insurance, or other business subjects in college or university. Primary law courses in school of law. 6 years' experience general practice of law and operation small insurance business. Available on notice.

A 7311-1

Business Administration: M.B.A., Northwestern University. Experienced administrator and instructor. Extensive business background. Qualified to teach in fields of management, marketing, and accounting. Will relocate. Résumé furnished upon request.

A 7312

Business Administration: Man, 54. M.A., Yale; M.S., Columbia; Honorary Doctorate. Broad business experience as well as teaching. Excellent references. Desire position teaching investment, finance, and international relations. Available fall, 1959.

A 7313

Civil Engineering: See Engineering, Key No. A 7320

Economics: Man, 47, married, Ph.D. Specialties: economic theory, history of economic thought, business cycles and development, money and banking, international economics. 14 years' teaching experience; 5 years as department head. Other experience includes federal government, United Nations agency in Europe, private international agency, and university administration. Postgraduate study at the London School of Economics. Available September, 1960.

A 7314

Economics and Labor-Management Relations: Man, 41, married. Ph.D., University of Pennsylvania; Phi Beta Kappa. Competent to teach in areas of economic theory, labor economics and labor-management relations, comparative economics, business, and government. Listed on arbitration panels of Federal Mediation Service and American Arbitration Association. Experienced teacher. Author of book published by leading university press and journal articles. Private labor arbitration and administrative experience in federal government. Currently full professor in liberal arts college. Desire change June or September, 1960, to Rocky Mountain states, Southwest, or Pacific Coast areas.

A 7315

Economist: Man, 42, Ph.D. Available for visiting appointment January or February, 1960. Money and bank, public finance, macro-economic theory, price theory, economic development. Extensive experience with the teaching of elementary economics and also with the direction of graduate students in two colleges. Publications. Research experience under Rockefeller and Ford Foundations grants.

A 7316

Education: Man, 54. Ph.D., Columbia. Eclectic interest in education with specialties in psychology, research, elementary methods, and student teaching. 22 articles and 2 books. Experience: 2 years' elementary and 12 years' college. Now assistant professor with tenure at good salary in college not offering doctoral program. Would like to work with doctoral candidates. Active member A.P.A., A.S.A., A.E.R.A. and numerous other professional organizations. Prefer East Coast, but would consider anywhere. Available 1960.

A 7317

Education and Psychology: Man, 30, single. A.B. in sociology; M.A. in educational psychology; 21 graduate credits in social psychology. Experience in public school teaching, college and graduate school levels. Experience: college committees, public speaking, civic organizations, school counselor. Member A.P.A., C.C.I.C.A., and A.A.U.P. Seek position as a teacher of education, sociology, or psychology. Plan to work for a doctorate in psychology. Good position now, but wish to relocate on the West Coast. Available September, 1960.

A 7318

Education and Psychology: See Psychology and/or Education and Guidance, Key No. A 7341.

Education and Psychology: Man, 33, married. A.B. in psychology; M. A. in education, with specialty in secondary teaching. 6 years' successful teaching experience in large metropolitan school system in both elementary and secondary levels; tenure. N. E. A. Life Member. Seek position as teacher of education or psychology, with state university college system. Plan to work for a doctorate in psychology. Widely travelled in North America. Good position now, but wish additional challenge. Available 1960.

A 7319

Engineering: Man, 45, family. Ph.D. Registered engineer; professor of civil engineering; rich background of office, field, research, college, university, and administrative experience. Invite correspondence regarding post as dean or department chairman. A 7320

Engineering: Professor, Doctor's degree, married, graduate and undergraduate teaching experience. Invite correspondence re chairmanship of Civil Engineering Department, or Director of Engineering Research. Publications. A 7321

English: Man, 48, married. Ph.D. 17 years' college teaching, most undergraduate courses in English and American literature and in composition. At present Fulbright professor in Iran, having accepted invitation to a second year after successful first year. Interests: world literature, American literature, Victorian period, genres of poetry, integrated humanities-composition course. Past president of state English teacher's association; edited state literary map; publications, and articles in *College English*, etc. Prewar residence in Orient, and extensive world travel. Listed, *Directory of American Scholars*. Quaker. Prefer responsible position in liberal arts college. Available September, 1959. A 7322

English: Man, 34, married, 2 children. Ph.D., Yale. 9 years' college teaching, mostly in humanities program of well-known institute of technology. Experience includes designing advanced courses in literature, directing freshman composition course, consulting on communications in industry and government. Publications. Desire position in a liberal arts program—in either university or liberal arts college—which encourages research. Special fields: literary criticism, 20th-century English and American literature, fiction, the English novel. Available September, 1960. A 7323

English: Man, 43, veteran, married, 2 children. M.A., Ph.D., Columbia University. Major: history of English language; minors: Shakespeare, English drama, Renaissance. Publications: 1 book, 4 articles, several book reviews. 7 years of college and university teaching, including graduate courses. Have taught Introduction to Language, Modern English Grammar, Technical Writing, English for Foreign Students, Old English, and *Beowulf*. 5 papers read at conventions. Officer in national learned society. 8 years' outside teaching include translation in military service, report writing in Civil Service, and lexicography. At present assistant professor at Eastern university; under contractual obligations, but could obtain release. Would like to teach in a good liberal arts institution. A 7324

English: Man, 38, married, 2 children. A.B., Swarthmore; M. A., Pennsylvania; Ph. D., June, 1959. 6 years' experience; have taught intro. lit., expository writing, Amer. lit., Chaucer, adv. grammar. Would like to specialize in Amer. lit. in liberal arts college or small university not in South or West Coast. Available September, 1960. A 7325

English and/or American Studies: Man, 38, family. Ph.D., New York University (Grad. Arts & Science). Publications. 10 years' college experience in freshman English, general humanities courses, American literature (undergraduate and graduate levels). Have permanent tenure, rank of associate professor in present position. Location and salary open. Available September, 1960. A 7326

English and Drama: Man, 40, married. B.A., Yale; Ph.D., Columbia. 9 years at state university teaching American drama, world drama, Shakespeare, American literature, business communications. Recent articles, college text in American drama scheduled 1960. Present position as asst. prof. offers limited financial and academic future. Desire liberal arts college with better opportunity to pursue major interests in drama and theatre. Prefer East and Northeast, or West Coast. Will consider other except South. Available any time 1960. A 7327

English (Old and Middle English, Chaucer, History of the English Language): 18 years' undergraduate teaching. 16 years in the graduate school of one of the top-ranking universities of the nation. 1 book, and 160 articles in various learned journals. Seek fill-in position for fall, 1959 or 1960, also summer position, 1960. Retired, age 69. A 7328

Geography: Woman, married. M.A. (1937), Edinburgh Univ. (first class honours). On staff University College of Fort Hare (South Africa) since 1953 (Lecturer, Senior Lecturer, and Head of Department); lectureship at McMaster Univ., 1946-47. Constantly engaged in research. Successful teacher; excellent references. Available, 1960. Write or wire Lady Swanzie Agnew, University College of Fort Hare, P.O. Fort Hare, Cape Province, Union of South Africa.

History: Man, 43, married. Ph.D., Columbia University. Major fields: British history, commonwealth and empire, Chinese or Far Eastern history; extensive experience teaching history of western civilization. 9 years' college teaching, 2 years' research on Far Eastern affairs in U. S. government. Residence and research in Britain. Now associate professor with tenure at an eastern liberal arts college. Publications. Desire position in a college or university with ample library facilities or one within commuting distance thereof. Available September, 1960.

A 7329

History and/or Church History: Man, 37, married, Protestant. B.D., M.A., Vanderbilt; Ph.D., Duke. Steady teaching positions; research aptitude; articles published in reputable journals; book manuscript completed; have taught a variety of undergraduate history courses, also some experience teaching graduate courses; references available. Prefer liberal arts school with research opportunities, but would consider other type institutions. Available June, 1960. A 7330

Industrial Management, Administrative Management, Personnel Administration: Man, 35, married, 2 children. M.B.A., University of Chicago. Past 5 years department chairman, A.A.C.S.B. institution. 11 years' graduate and undergraduate teaching experience. Professorial lecturer, University of Chicago executive development programs. Extensive consulting and management development experience with industry, trade associations, U. S. Department of Commerce, U. S. Office of Civil and Defense Mobilization, and the United States Air Force. Co-author of labor law text, numerous journal articles, 1 book in preparation. Beta Gamma Sigma, Blue Key, Phi Delta Theta. Courses developed and taught: graduate seminars in industrial management and in personnel administration, advanced production analysis, production management, quantitative methods, production problems, motion and time study, wage and salary administration, administrative policies, executive decision-making, organization theory, personnel administration, labor law. Member, Academy of Management, American Management Association, A.I.I.E., I.M.S., S.A.M., T.I.M.S., A.A.U.P. Minimum requirement associate professor, \$8500 for academic year. Available September, 1960.

A 7331

Management: Man, 43, married. Ph.D., University of Chicago. Department head, Am. Assn. Coll. Schs. Bus. institution. 11 years' teaching experience. Numerous articles in leading journals. Special school projects: professorial lecturer, University of Chicago executive development programs; Small Business Administration management programs; executive development programs for U. S. Air Force; management education program of American College of Life Underwriters. Continuous consulting and research activities, with emphasis on executive development programs for industry and government. Member, Am. Mgt. Assn. Soc., Advt. Mgt., Acad. of Mgt., Inst. Mgt. Sciences, Natl. Coun. Sm. Bus. Mgt. Dev., A.A.U.P., social, professional business, and honor fraternities. A 7332

Mathematics: Man, 60, married. Ph.D., Univ. of Wis., 1930. Retiring from large eastern Univ. in June, 1960. Present rank: professor. Desire position in co-ed college with major emphasis on undergraduate program. A 7333

Mathematics, English Literature, Philosophy: M.A. of the University of Oxford, England. 22 years' successful experience in both undergraduate and graduate teaching in England and in U.S.A. Desire appointments for academic year 1959-60 and summer, 1960. A 7334

Modern Languages: Man, married, 2 children, Protestant. Ph.D., University of Toronto. Major: Spanish language and literature; minors, Italian and Romance philology. 12 years' experience in major universities. Extensive European travel with long residence in Spain. Major interest is in teaching Spanish, but also qualified to teach German and Italian. A 7335

Modern Languages—French: Man, 39. Ph.D., major university. Full professor, department chairman in small liberal arts college. Seek financial betterment and retirement benefits. Would like similar post at state institution. California preferred, other temperate climates considered. 3 published texts. Experience in designing and operating language laboratories. Actual or prospective language laboratory in new institution is essential. Available September or 1960 for contract. A 7336

Music: Woman, 62. B.S., M.A. 32 years' college experience, 15 in administration. Harmony, solfeggio, ear training, form, history, literature, music education,

secondary piano. Church organist and choir director. Northeast U. S. preferred.
A 7337

Physics: Man, 32, married, 2 children, Canadian. Ph.D., Toronto, 1953 in theoretical physics. 11 years' undergraduate university teaching, mostly mechanics, light, and general laboratories; 3 years as laboratory assistant, 3 as lecturer in Toronto, and 5 as assistant professor in Baghdad, Iraq. No research since Ph.D., but good and enthusiastic teacher. Quit Baghdad due to unsettled conditions there. Available immediately. Desire any reasonable position this year, but also seek permanent employment. John R. Bird, 7 Cardinal Place, Toronto, Canada.

Piano, Organ: Woman; graduate of a German conservatory. Also experienced as an accompanist and in radio performances.
A 7338

Political Science: Man, 24, single. M.A., University of Chicago. Ph.D. (expected 1960), University of Melbourne. Fields of special interest: American government, international relations and law, comparative government. Minor subject: history. Memberships: A.P.S.A., A.A.P.S.S., Pi Sigma Alpha. Excellent references. Travel: Europe, Australia. Scholarships. Extensive teaching and research experience. Foreign languages: Greek, French, Spanish, Italian. Activities. Desire university, senior college, or junior college teaching and/or research position in the U.S.A. Available from January, 1960.
A 7339

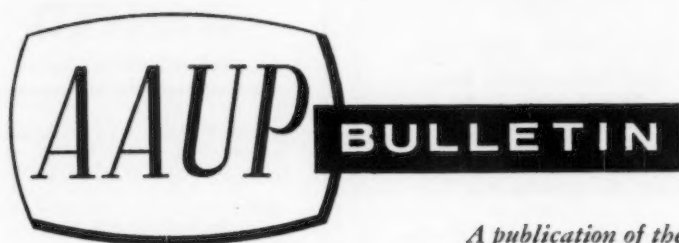
Political Science: Man, married, 3 children. B.A., M.A., LL.B., Ph.D. in international relations. 7 years' teaching experience, plus business and legal. Fields: international politics, international organization, international law, American and comparative government, civil liberties. Veteran. Widely travelled. Available September, 1959 or 1960.
A 7340

Psychology and/or Education and Guidance: Woman, 53. Ph.D., Catholic University of America. Desire college post teaching general, child, adolescent, guidance courses. Would like to do counseling in conjunction with college teaching. Prefer Washington, D. C. and vicinity. Available September, 1959.
A 7341

Russian and German: Man, 45. Ph.D. candidate; B.A. in German; M.A. in Slavic language and literature. 5 years' college education in Europe; 4 years' teaching praxis in Europe, 3 years in U.S.A. Fluency in both languages. Desire teaching position on college level.
A 7342

Social Studies: Desire college teaching position. A.B., Holy Cross College, 1925; LL.B., Boston University School of Law, 1931; Certificate in Public Speaking and Parliamentary Law, Merrimack College, 1949. Have a State of Massachusetts Teacher's Certificate, but no teaching experience. Called a prolific writer by Cardinal Cushing of Boston. J. Richard Feeley, 10 Market Street, Amesbury, Mass.

Textiles: Man, 43, married, family. B.S. and M.S. in textile engineering. 19 years' combined industrial, teaching, and administrative experience. Desire to return for permanent post in teaching or combination administration or research. Widely travelled in three continents.
A 7343



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Autumn Issue

VOLUME 45 NUMBER 3 SEPTEMBER 1959

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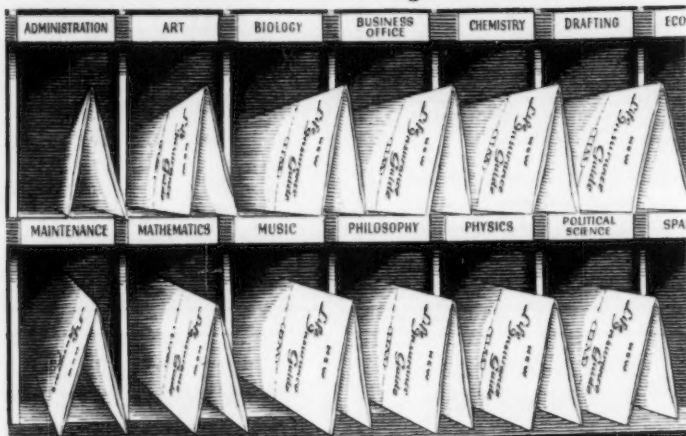
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Announcements and Reminders

Annual Meeting

The Association's Forty-sixth Annual Meeting will be held in Detroit, Michigan, at the Statler-Hilton Hotel, April 8-9, 1960.

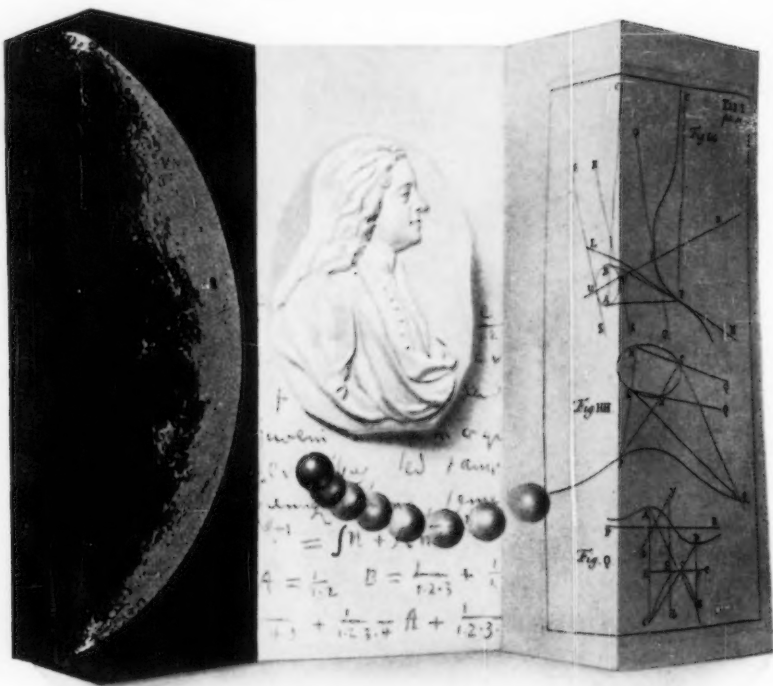
Council Meeting

The Council of the Association will meet in Washington, D.C., in the Conference Room of the American Council on Education, 1785 Massachusetts Avenue, N. W., November 6-7, 1959.

Change in Constitution

Members and chapters are reminded of the constitutional amendments adopted by the Forty-fifth Annual Meeting. In the past, eligible persons have attained membership in the Association by a system of nomination and election. As a result of the recent amendments, they may now become members merely by submitting their applications. Application blanks may be obtained from the Washington Office.

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